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How Is Successful Persuasion Best Achieved?



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ABBREVIATIONS

APA	American Psychological Association
APS	Association for Psychological Science
EPA	Eastern Psychological Association
MPA	Midwestern Psychological Association
NEPA	New England Psychological Association
RMPPA	Rocky Mountain Psychological Association
SEPA	Southeastern Psychological Association
SWPA	Southwestern Psychological Association
WPA	Western Psychological Association

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I Teach Psychological Science, and Am Proud of It

Regan A. R. Gurung, PhD
Psi Chi President

"What do you do?" Uber drivers can be blunt. This question was pitched at 4 a.m. in the morning as I rode to the airport. "I teach," I replied. And there you have it. In one fell swoop, my microsecond reaction time laid bare a critical element of my core. Of course he wondered what I taught and where, and I regaled him with the fun psychological research I do and the classes I teach. Even at that early hour and with postconference exhaustion, I found myself energized sharing the many ways psychological research makes lives better. We went over biases and changing behavior with operant conditioning, ways to design health psychological interventions, and many of the myths that psychological science has helped take down. He used 100% of his brain, both sides (see what I did there?), and asked me for more. I was proud of my identity as a psychological scientist and all our field has accomplished. During my year as President of Psi Chi, I have been working to get psychology to more people. That early morning, I reached one more person.

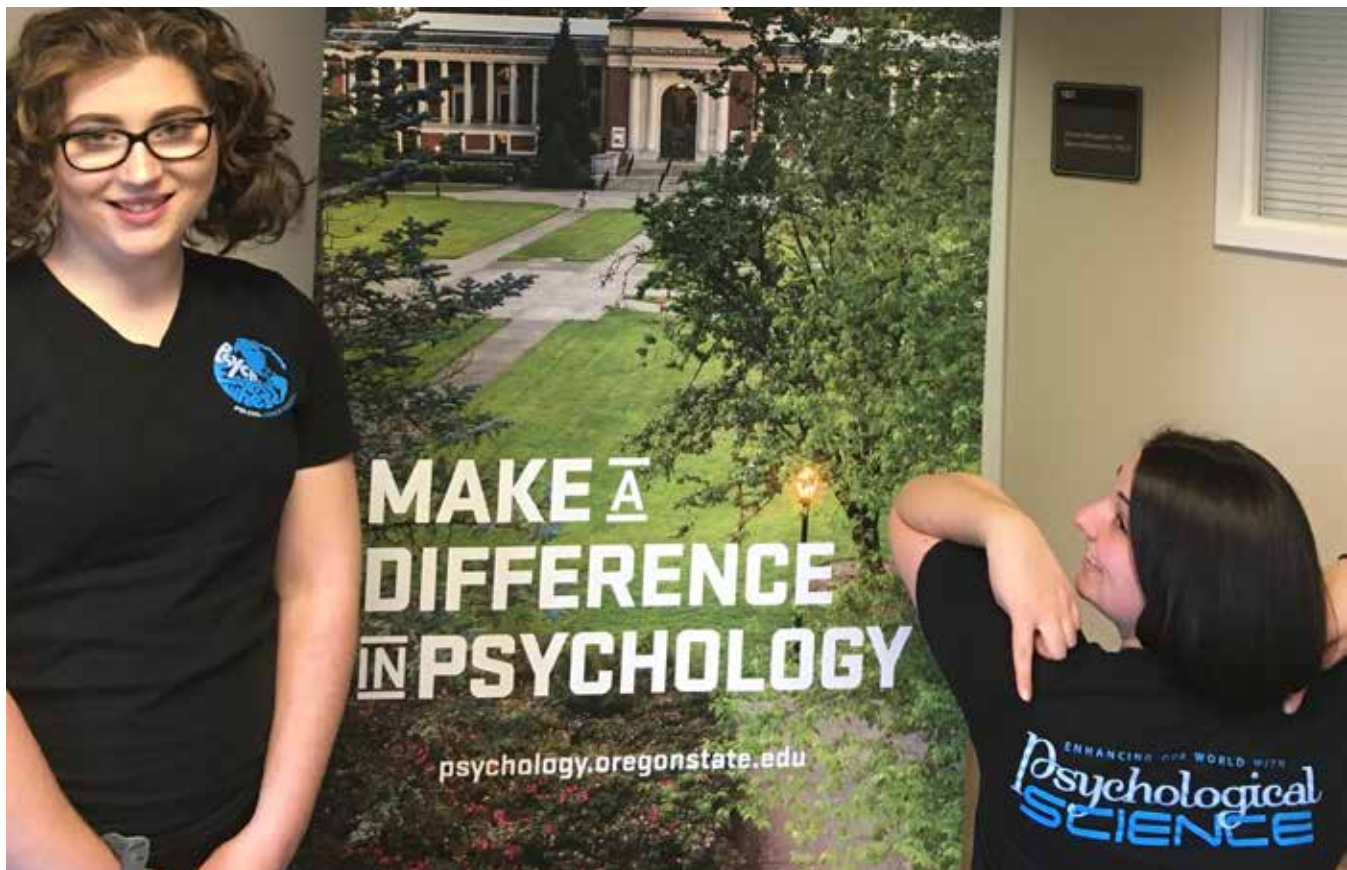
Psi Chi has been reaching more and more people and advancing its mission to share psychological science. Our social media activity has increased with a strong Psi Chi presence on Twitter and Facebook, but we still have a ways to go to truly reach the masses. It would be great for psychological science to really go viral. Although there are thousands of Psi Chi members out there already, there are many hundreds more who could join and help share psychological science. **The key is to develop the psychological identity.**

What we do often plays a large role in shaping our identity. Doing research and using the scientific method to answer important questions shapes the way I look at the world. When making daily decisions and weighing options or in viewing the world around me, I find myself often relying on psychological science. For example, when I find myself dividing my attention or spending too long scrolling through Twitter feeds, I switch back to focusing on the task at hand. When I find myself making an attribution for someone's behavior, I consciously work to go beyond my first guesses and avoid errors and biases of thinking that psychological science has alerted us to. I am not able to do this all the time, but I do it often enough to be glad for my psychological training. **Using psychological science everywhere has become a way of life, it is part of who I am.**

Psychology has often had to deal with the baggage of a misinformed public. No, psychology is not all Freud (see my Fall *Eye* article ongoing "Beyond the Couch" at <https://www.psichi.org/241EyeFall19Gurung>). We have to do a better job of branding what we do and a large part of that is being proud of our identity as psychologists. Even if you are not in an academic setting, and have a major in psychology and/or additional education in psychology, be proud of it and wield its power. Recognize it when you see it. I love the stories my past students tell me about how they use their Intro Psych knowledge in their everyday lives, recognizing psychological processes at work and other elements of their daily lives. They proudly acknowledge how their psychological knowledge comes into play and how it has become part of their identity.

We can all fly the flag for psychology by proudly calling it out when we see it. When you attempt to explain the behavior you see around you to your friends, make predictions about what people will do, or otherwise use psychological knowledge, give the field credit. **The more people see how psychology is everywhere, the more they are likely to support the study of psychology.** Perhaps we will get to a point where fewer parents have to ask their kids "Why are you majoring in psychology?" Maybe we can make fewer students have to wonder "What am I going to do with a psychology major?" Instead, we will have more students clamoring for psychology classes. We will have more high schools offering psychology and more schools, high school and college, requiring psychology. It starts with those of us who are psychological scientists being more open about what it means to be psychologist and being proud of our fields.

Together with labeling the psychology we see in the world around us so more people see that psychology is everywhere, we can use some more psychology. **Self-perception theory suggests we look at our own behaviors to get a sense of what we believe, think, or feel.** If I notice that I have a lot of Oregon State University paraphernalia, I may conclude that I really like Oregon State. If I find myself taking a lot of walks among the evergreens, I may conclude that I really like nature. Others seeing my orange swag and noting my excursions may draw the same conclusions. Likewise, if you appreciate what psychological science does and the power it can have to make the world a better place and people happier, be proud of being a psychologist and flaunt it. Talk the talk. Wear your psychological heart on your sleeve.



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PSYCHOLOGY IN THE HEADLINES

Shawn R. Charlton, PhD
University of Central Arkansas



New Year's Resolutions

Welcome to 2020! Depending on how you choose to calendar (<https://psichi.com/NewDecade>), 2020 is more than the start of a new year, it is also the beginning of a new decade, which is an idea that I find extremely stress inducing. My anxiety centers around two questions: (a) If we develop resolutions to accompany the new year, should we also be developing decade-spanning resolutions at the onset of a new decade? and (b) If yes, should our disappointment be 10 times greater when we hit February and the realities of the present have already disrupted our resolutions for both the year and the decade? As I pondered these questions, I found useful direction in a 2019 article in *Applied Psychology: Health and Well-Being*.

Bettina Höchli, Adrian Brügger, and Claude Messner (2019) from the University of Bern, Switzerland, found greater success maintaining New Year's resolutions when participants included both superordinate (abstract, "get better grades") and subordinate (concrete, "meet with a study group 3 times weekly") goals. The authors summarized their findings as:

While preliminary, our results show that after 3 months, people invested more effort in pursuit of their goals if they focused on both superordinate and subordinate goals when compared to focusing solely on a superordinate goal, and that combining these goals may be a helpful strategy to effectively pursue long-term goals.

Whether we plan for this year or the entire decade, we are best served to keep in mind both the big picture of our goals and the specific "baby step" goals that keep us moving forward. We can also keep in mind the goal-setting advice offered by the APA's Psychology Help Center (<https://apa.org/helpcenter/resolution>):

- Start small
- Change one behavior at a time
- Talk about it
- Don't beat yourself up
- Ask for support



Is the Replication Crisis the Top Psychology Event of the Decade?

In addition to thoughts of goal-setting and planning, the end of the year—and decade—encourages reflection on the major events of the past year. With the end of the 2010s, these reflections focus on the major events that best characterize the past decade. (For example, according to the American Dialect Society, the word of the 2010s decade is the singular pronoun *they*; <https://psichi.com/SingularThey>). What would the major event of the decade be for psychology? Personally, I believe it is very likely that the 2010s for psychology will be defined more by its major crisis than advances in our science or technology. The *replication crisis* in both psychology and the social sciences overall represents an awakening as we become more self-aware of the technical and cultural challenges involved in studying human behavior. Fortunately, the past decade brought both awareness and the beginnings of solutions. For example:

Dalmeet Singh Chawla (2019) with NPR.org reported on the Psychological Science Accelerator (<https://psysciacc.org/>). According to Chawla, the first research report from the Accelerator is available on PsyArXiv preprints and is under review for publication. The project includes more than 10,000 participants from 41 countries. The Accelerator aims both to address specific research questions and to create studies that are globally representative and systematically replicated. As Chawla writes, "The accelerator's founder, Christopher Chartier, a psychologist at Ashland University in Ohio, modeled the project in part on physics experiments, which often have large international teams to help answer the big questions."

The Psychological Science Accelerator exemplifies how psychological researchers are addressing replication and generalizability in our science. Along with the Accelerator, Psi Chi is also a leader in this movement. Psi Chi's NICE (Network for International Collaborative Exchange) offers several ways (CROWD and CONNECT) to assist researchers with creating collaborative networks for their research (https://www.psichi.org/Res_Opps). Another example of Psi Chi's engagement with better scientific practices is the open science badges awarded to *Psi Chi Journal* articles that incorporate better transparency and availability of data and processes (https://www.psichi.org/journal_Badges). Please check out these resources to see how Psi Chi is meeting its mission of "Recognizing and promoting excellence in the science and application of psychology" through encouraging best research practices.



Revisiting the Classic Milgram Studies in a Surprising New Way

Although psychology is becoming more self-aware in our science practices by producing more accurate understanding of human behavior, a more open view of our science also brings painful moments, such as an updated understanding of one of the most discussed and cited studies in psychology, Milgram's obedience studies. Here are the "shocking" (I couldn't help myself) findings reported in a recent article published in *Social Psychology Quarterly*:

Gina Perry, Augustine Brannigan, Richard A. Wanner, and Henderikus Stam (2019) explored how individual characteristics influenced the obedience of participants in Milgram's studies. Participants who believed the deception rebelled against the authority figure earlier than participants who were not deceived. The expanded analysis was based on an unpublished study by Taketa Murata, a research assistant working with Milgram. In summarizing their findings, Perry and colleagues wrote, "This is part of a shift away from the historical assumption that subject behavior was primarily about 'obedience' and introduces neglected notions of empathy and altruism as influences on subject behavior."

Perry and colleagues work will force a change in how Milgram's findings are covered in psychology textbooks and classrooms. This work also provides a higher resolution understanding of Milgram's experimental procedures and how participants responded in these studies.



Groundbreaking Social Priming Study Fails to Hold Up

A *Nature* news feature published December 11, 2019, further highlighted the importance of replications of psychological research. In exploring the state of research on *priming*, the influence of small environmental prompts on judgment and decision-making, Tom Chivers (2019) of *Nature* wrote that a replication report published in June in the journal *Basic and Applied Social Psychology* failed to replicate findings from a 2006 work in social (behavioral) priming.

This failure to replicate agrees with a 2019 meta-analysis in the *Journal of Experimental Psychology: General* that failed to support the large effect sizes often reported in published studies of priming. Researchers are responding to these negative replications and meta-analyses with revised theories and more transparent research practices. Chivers concludes:

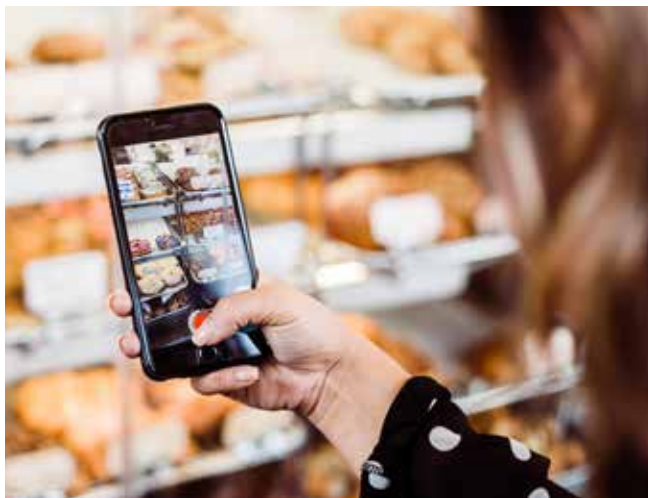
The move towards open, reproducible science, according to most psychologists, has been a huge success. Social priming as a field might survive, but if it does not, then at least its high-profile problems have been crucial in forcing psychology to clean up its act.

In addition to discussing the shifting nature of the priming research, the *Nature* news story also highlights the work of pioneers such as Brian Nosek, cofounder of the Center for Open Science (<https://cos.io>), and his Many Labs project (<https://psichi.com/ManyLabsOverview>). Many Labs, the Psychological Science Accelerator, and Psi Chi's NICE projects are all examples of psychology's response to and growth from the replication crisis.

Guidelines to Submit:

Do you know about a major contemporary event related to one of the many areas of psychology?

Share it with us for potential publication in this series! Recurring Contributors are also wanted. Visit www.psichi.org/page/PsychologyInTheHeadlines.



Instagram Seeks to Create a Less Competitive Online Environment

And our final news story of this column provides additional details on changes made by Facebook to hide the number of “likes” seen on Instagram (<https://psichi.com/InstagramLikes>). As reported by Bradley Cannon from the Psi Chi Central Office:

This change, announced November 21, 2019, is one of many possible steps that social media platforms could take in order to create a less competitive experience online. Although controversial, especially among social media influencers, empirical research has suggested that creating a less competitive environment could lead to better wellness (Berger, 2018). Notably, published experimental data by Hunt, Marx, Lipson, and Young (2018) established a causal connection between use on Facebook, Snapchat, and Instagram, and increased fear of missing out, loneliness, and depression. Hunt suggested that the reason for feeling depressed likely has to do with comparison; when viewing highlights of others’ lives, you may be more likely to think that their lives are better than your own.

As suggested by the work of Berger and Hunt and colleagues, psychological scientists will continue to influence the functioning of social media platforms such as Instagram. Also, as our science continues to adopt open science practices and greater research transparency, the overall impact of our science will grow. This growth will come with its share of pains, such as re-evaluating Milgram’s work and the changing nature of priming research, but will result in better, more representative projects such as the Psychology Science Accelerator. Overall, the 2020s are shaping up to be both fascinating and exciting for our field.



Shawn R. Charlton, PhD, earned a BA degree from Utah State University (2001) and a MS and PhD from the University of California, San Diego (2006). His research interests explore decision-making in a variety of contexts. Research on professional development in higher education is a growing emphasis for his Behavioral and Social Decisions Laboratory.



U.S. Secret Service Report Explores the Characteristics of 41 School Shooters

While the changing state of psychological science is a major historical shift in our field, there were several other important and newsworthy events from the field of psychology over the past several months. One of these features a report released by the U.S. Secret Service authored by Dr. Lina Alathari, a cognitive neuropsychologist (George Washington University) and chief of the U.S. Secret Service National Threat Assessment Center (NTAC). As described by WFLA (2019) in Tampa, FL:

The 35-page report explored characteristics and background of the shooters involved in 41 school shootings in the United States between 2008 and 2017. A selection of the primary findings from the report include: (a) there is no common profile of either attackers or targeted schools; (b) attackers typically show multiple motives, including past grievances with classmates or school officials; (c) guns used in the attacks are most commonly acquired at home; (d) most attackers showed evidence of behavioral, psychological, or neurological/developmental symptoms; and (e) attackers experienced social stressors involving peers or romantic partners, bullying, and negative home life events. (The full report can be read at <https://psichi.com/USSSanalysis>)

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GREAT NEWS!

Psi Chi Journal Reveals Broader Eligibility Requirements

The first author of articles published in *Psi Chi Journal of Psychological Research* is no longer required to be a Psi Chi member! Effective January 2020, only a single author (either the first author or a coauthor) is now expected to provide an official Psi Chi membership ID number at the time of submission.

The Psi Chi Board of Directors and Journal Editorial Team both approve of this exciting development. Consistent with best practices in publishing, this change will help open up the journal's rigorous, but educational, peer-review process to a new, broader audience.

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Health Psychology:

Promoting Good Decision Making Since 1969!

Ethan A. McMahan, PhD
Western Oregon University



Hello friends! Please, if you will, consider this statistic. According to the Centers for Disease Control and Prevention (CDC), the leading causes of death in the United States in 2017 were: (1) heart disease, (2) cancer, (3) unintentional injuries, (4) chronic lower respiratory diseases, and (5) stroke (cerebrovascular diseases; National Center for Disease Statistics, 2019). With the notable exception of unintentional injuries, these conditions all have something in common. Specifically, they typically develop over an extended period of time. For example, although a stroke may be an acute event, the things that cause the stroke have often been going on for many years. What are these things? In short, behavior, lifestyle, and environmental conditions. The above are often referred to as “diseases of lifestyle” because, although individuals may inherit a genetic predisposition for any one of them, in many cases the condition manifests only after years of engagement in particular behaviors (e.g., smoking or habitual consumption of pork rinds) and/or years of exposure to suboptimal environments (e.g., those with high levels of pollution). Even unintentional injuries fit the theme here. Although there are truly unavoidable accidents that tragically result in death, many of these injuries are sustained as a result of engagement in risky behavior (e.g., driving while intoxicated) and/or being in dangerous environments.

This fact bears repeating: The greatest current threats to our health are to varying degrees influenced by behavior and environment. Fortunately for us, there exists an intrepid group of professionals who study the behavioral and environmental determinants of health in the interest of promoting a healthier and happier populace. Who are these noble souls, you ask. They are health psychologists. For this installment of *Contemporary Psych*, we will be profiling the field of health psychology—focusing on what health psychology is, what health psychologists do, and how one can become involved in a health psychology related profession. So, put out your cigarette, set down your beer, pull the car over, and grab this article with both hands. Let’s make some good decisions and learn about health psych!

First Good Decision:

Learn General Information About Health Psych!

As it stands currently, health psychology is the study of psychological, behavioral, cultural, and environmental processes in health, healthcare, and illness. And, as with other areas of psychology, this field has a robust applied side involving the application of relevant knowledge toward improving public health, reducing disease, and optimizing healthcare systems. Health psychologists take what is called the “biopsychosocial” approach, believing health to be the product of biological, psychological, behavioral, and social factors.

As an example of how this might operate, a person, let’s say her name is Libby, has come down with the flu. Why did she get the flu? An exclusive focus on only the biological factors that might have played a role might lead one to simply conclude that she was exposed to the flu virus and thus got sick. However, not everyone who is exposed to the flu virus does get sick. What other factors might play a role? Well, taking the biopsychosocial approach would broaden one’s perspective on the matter, requiring one to take into account psychological and social factors, as well as biological factors. In this case, perhaps Libby recently visited her overly critical father (a social event), leading to an extended period of increased anxiety and stress (a psychological condition) that in turn depressed her immune system functioning (a biological factor). When exposed to the virus, she was thus biologically vulnerable, and as a result, got sick. But, importantly, it was not the biological vulnerability alone that led to this state of affairs, but rather the interaction of social, psychological, and biological factors.

Although the above example might make intuitive sense, those working in health- and psychology-related fields have not always taken such an approach. And, the problems associated with separating physical and mental health were only widely recognized after William Schofield, one of the first health psychologists, published a report for the American Psychological

Association (APA) indicating that physical health and psychological health were often treated as separate by researchers and practitioners in both psychology and medicine, to the detriment of both fields and those they serve (Schofield, 1969). To address this issue, during the 1970s, the APA established a task force addressing how psychologists could assist in promoting health-oriented behaviors and the provision of effective health-care. Health psychology emerged as a distinct discipline, with the APA adding a health psychology division in 1977 and many graduate programs in health psychology being established at universities across the United States at this time. Concurrently, there was increased recognition in the medical community of the relevance of behavior for health, with many medical schools adding training in psychology, communication, and behavioral science to their curricula.

Second Good Decision: Figure Out What Health Psychologists Do!

Very broadly, health psychologists use their expertise to promote both psychological and physical well-being, as well as to promote understanding of the relationship between behavior and health. How they do this varies widely. Some conduct research, provide clinical assessments, and/or administer interventions. Some health psychologists focus on promoting healthy behavior in the interest of avoiding disease, whereas others provide guidance on behavioral treatments for existing conditions. Some health psychologists provide services for the healthcare system by, for example, advising medical professionals on best practices for encouraging treatment adherence. Others provide treatment directly. Because of their focus on health, many health psychologists work in health-oriented facilities (e.g., hospitals or doctor's offices) with many other health-oriented professionals (e.g., doctors, nurses, dentists, occupational therapists). Other health psychologists may work in government organizations, focusing on the development and implementation of policy aimed at encouraging healthy behaviors at the population level. And, as per usual in psychology, many health psychologists hold academic positions, working in universities, teaching students, and conducting research.

It should be clear that health psychologists do many different things, but they generally fall within one of four subfields within health psychology. First, clinical health psychologists are more intervention-focused, providing education and mental/physical health services aimed at preventing and treating illness at the individual level. Public health psychologists work with educators, health care providers, and policy makers to promote public health at the population level. Community health psychologists conduct research and develop interventions aimed at promoting physical and mental health at the level of the community. And, critical health psychologists examine how social structures and socioeconomic conditions impact health. For example, a critical health psychologist might be interested in how socioeconomic status is related to health inequalities within and/or across cultural groups. I should also note that occupational health psychology is a separate, but related area of inquiry and practice, one that focuses primarily on how work conditions impact mental and physical health.

Third Good Decision: Get Trained in Health Psychology!

One can work in a health psychology profession with a bachelor's or master's degree, but this is only typical of some areas of health psychology. For example, many of those working in public health psychology hold terminal master's degrees, but this level of training would not be sufficient to work in other areas, such as clinical health psychology. In general, one has more career options with a doctoral degree, and correspondingly, most health psychologists hold a PhD in health psychology or a related discipline. Depending on one's interests, one can focus on research-oriented programs or clinically oriented programs, but as per usual, what program you attend impacts the career you can achieve. For example, a clinical health psychologist would need to complete a PhD-level program in clinical or counseling psychology. Moreover, state-level licensure requirements might necessitate additional training, as well as continuing education once one is working in the field. Regardless of where one ultimately ends up, a good start is to complete undergraduate training in a psychology- or health-related field and then specialize during graduate training, with the specialization depending on one's interests and career objectives.

Fourth Good Decision: Keep It Up and Moving Forward

Well my friends, we have reached the end of this edition of Contemporary Psych. You may now go back to business as usual. But, hopefully, now that you know a little bit about health psychology, you are prepared to make some prudent decisions. Don't light up another cigarette. Perhaps wait until you are not in the car to have that second beer (if you are of age, of course). Don't replace these vices with unhealthy alternative behaviors, such as the unmitigated consumption of deep-fried pig skin. Importantly, don't hold off on pursuing your academic and career goals. And, if these goals involve health psychology, feel free to read this column again, and don't forget to check out the resources listed below. Until next time . . .

Further Reading and Resources:

American Psychological Association's Science in Action Website—Pursuing a Career in Health Psychology.

<https://www.apa.org/action/science/health/education-training>

Journal of Health Psychology Website. <https://journals.sagepub.com/home/hpq>

Society for Health Psychology Website. <https://societyforhealthpsychology.org/>

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Three Heads ARE Better Than One

Questions (and Answers) About Graduate School Fit

Mitchell M. Handelsman, PhD, University of Colorado Denver
 Scott VanderStoep, PhD, Hope College
 R. Eric Landrum, PhD, Boise State University



With so many graduate school programs in psychology, how do you know which one will be for you? A key aspect to consider, which is often overlooked, is your “graduate school fit,” which refers to how you will fit into a program and how that program and degree will fit into your future goals. In this issue of *Eye on Psi Chi*’s Three Heads ARE Better Than One column, our graduate school experts, Drs. Handelsman, VanderStoep, and Landrum, each share their thoughts and wisdom about some common questions regarding graduate school fit.

Question: How can I “test the waters” to see if a particular graduate school program is right for me?

Mitch: Put a toe in: What is the general area of the program. Does that fit your career aspirations?

Splash around: Look at the statistics (GPA, GRE scores) of their successful applicants—are yours floating at the top or submerged compared to them?

Do some surfing: What do the programs say on their websites? Of course, programs are going to portray themselves in the most positive light, but each program will brag about its faculty, students, opportunities, and graduates by highlighting slightly

different things. After a while, you’ll be able to notice those differences and see what strikes you as compatible.

Finally, swim with the fishes—communicate with students and/or graduates of the program.

Scott: I interpreted the question differently: Can you try out a program before you enroll? The answer has always been “no” in my experience. You’re either in or you’re out. Once you’re in a program, you can definitely do some testing. I have a student starting a master’s in applied statistics this semester; the university is telling her to take three or four courses but to sign up for six, and then drop two or three after the first couple of weeks. First time I had heard of such a strategy. That is testing the waters, but the student has already been accepted.

Eric: Let’s see if I can split the difference between my colleagues. First, before a full commit, try to talk to current graduate students there in the program. Typically, they will tell you everything going on in the program, positive and negative, especially if you can ask in person and ply them with food. That’s one way you can test the waters without actually having to get in. Second, I have known of students taking graduate-level classes as an “unclassified graduate student,” essentially the graduate level version of an undergraduate “undecided major.” This means you have to be in the town where the graduate school is located (unless online) and you usually have to convince each individual professor to let you into their class.

Question: How can I find out ahead of time if the faculty and students in a particular program work together well and create a positive environment?

Mitch: Swim with the fishes.

Scott: I think Dr. Handelsman is slightly more optimistic than I am. Everyone puts their best foot forward when they entertain visitors. If you visit after you interview and get accepted, you'll be able to identify some department culture issues, but not all of them. I would focus on how well you can get along with the folks nearest you: your future advisor and her advanced students. And know that you're going to run into some political problems; it happens everywhere but at most places they're mild and manageable with the right amount of emotional intelligence on your part.

Eric: So is "swim with the fishes" from *Godfather I* or *Godfather II*? (I know well enough not to bother to ask if it is from *Godfather III*). I think the best way to figure this out is to talk candidly with graduate students onsite; they are likely to spill everything about everybody. But also, you have to be prepared for conflict, and you need conflict resolution and stress reduction/self-care skills. Even the most positive environments and best people have to deal with negative situations and terrible events from time to time. There is no way to insulate against this.

Question: I've heard that the members of some programs are somewhat competitive with one another? Is this a good thing?

Mitch: This is pure personal opinion: Of course, there are lots of different ways of competing, and you need to look at the balance of competition and cooperation in a program's culture. But in general I'd say that too much competition might not be so good. One analogy might be intramural sports: Student compete against each other but then go to classes together, develop friendships, and don't let their sports activities spill over.

I'll end my part with a quote from Kurt Vonnegut: "Hello babies. Welcome to Earth. It's hot in the summer and cold in the winter. It's round and wet and crowded. On the outside, babies, you've got a hundred years here. There's only one rule that I know of, babies—'God damn it, you've got to be kind.'"

Scott: Short answer: yes. Faculty are competitive, especially at top-tier schools. They are self-confident and motivated and in many cases that breeds competition. I think sometimes the best faculty advisor is a professor who is in her fourth to ninth year. She is on the top of her game and driven to get tenured or full professor or endowed chair or national recognition. If you can tie your star to her wagon, you can be part of a very productive lab. Of course, you have to be able to work with the professor and the other students. But these are driven and competitive people in graduate school; use it to your advantage.

As a counterweight to Vonnegut, I'll end with a quote from Springsteen: "Poor man wanna be rich; rich man wanna be king; and the king isn't satisfied until he rules everything."

Even the most positive environments and best people have to deal with negative situations and terrible events from time to time.

Eric: Wow, eloquent quotes, and I am impressed. In some graduate departments, the faculty are competitive about the courses they teach, or the lab space they need, or the grant monies they acquire, or the graduate students they attract, or some combination thereof. In some departments, not all. And departments change over time; a cut-throat department from 10 years ago may now have a new dean and new department chair, three senior faculty have retired, and the environment is splendid. When the faculty members behave this way, sometimes their graduate students pick up cues that they should behave that way as well (which I would recommend against as much as possible). I think following the Golden Rule generally works, but I prefer the Platinum Rule, which is "Do unto others what they want." Think about it; it is a subtle yet important difference from the Golden Rule.

And I'll end with this quote, often attributed to Henry Kissinger, which applies to the context of faculty members arguing and debating courses, lab space, grant money, or graduate students: "University politics are vicious precisely because the stakes are so small." Faculty members should not be fighting over such topics, but leveraging their might toward learning opportunities and student growth.



Mitch Handelsman is Professor of Psychology and CU President's Teaching Scholar at the University of Colorado Denver, having earned his PhD in clinical psychology from the University of Kansas in 1981. He has coauthored two ethics books, *Ethics for Psychotherapists and Counselors: A Proactive Approach* (2010; with Sharon Anderson), and *Ethical Dilemmas in Psychotherapy: Positive Approaches to Decision Making* (2015; with Sam Knapp and Michael Gottlieb). He is an associate editor of the *APA Handbook of Ethics in Psychology* (2012). His blog for *PsychologyToday.com* ("The Ethical Professor") focuses on ethical and teaching issues.



Scott VanderStoep is Professor of Psychology and Dean for Social Sciences at Hope College (MI). He received his master's in social psychology from the University of Illinois at Urbana-Champaign and his PhD from the University of Michigan. His research articles have largely been in the area of reasoning and problem solving, college student thinking, and psychology and religion. He is the coauthor of two editions of *Learning to Learn: The Skill and Will of College Success and Research Methods for Everyday Life: Blending Qualitative and Quantitative Approaches* and editor of *Science and the Soul: Christian Faith and Psychological Research*.



R. Eric Landrum is a Professor in the Department of Psychological Science at Boise State University, receiving his PhD in cognitive psychology from Southern Illinois University-Carbondale. He is a research generalist, broadly addressing the improvement of teaching and learning, including the long-term retention of introductory psychology content, skills assessment, improving help-seeking behavior, advising innovations, understanding student career paths, the psychology workforce, successful graduate school applications, and more.



Psi Chi Is Building a Culture of Philanthropy One Donor at a Time

Cynthia Wilson

Director of Membership and Development

Per the *World Happiness Report 2019*, “a growing body of experimental evidence suggests that using money to benefit others leads to happiness.” Specifically, despite individual net worth, your yearly income, or in what part of the world you reside, spending money on others (i.e., prosocial spending) has been associated with increased levels of well-being (Aknin, Whillans, Norton, & Dunn, 2019).

So, how do these research findings equate to Psi Chi building a culture of philanthropy? Psi Chi’s mission is to both recognize and promote excellence in the science and application of psychology. The Society directly invests in future leaders of the field by funding research and providing scholarships. Psi Chi also supports a life-long passion for psychological science that members can transfer to any profession. Our members exemplify excellence in psychology. Therefore, our mission directive becomes clear: *invest in, support, and promote our members to our full capacity.*

In 2017, we launched the **Give Back to Psi Chi** annual giving campaign. Now in its third year, this giving campaign seeks unrestricted gifts to support Psi Chi’s member programs and to improve its ability to fully serve student, faculty, and alumni members. This was an ambitious launch because Psi Chi had not fundraised in earnest in its then 87-year history.

Our **Give Back to Psi Chi** campaign is built on fundraising best practices. We knew that the way to begin such an ambitious venture for our Society was to set up a strong foundation in order to begin raising the funds needed to serve Psi Chi members for generations to come.

In the first year of our campaign, we raised \$27,039; this total included a one-time gift of \$10,000. From a \$1 donation all the way to that \$10,000 gift, we recognized each donation with respect and gratitude. We also appreciated the commitment that it took from each donor to donate money to a society that has given to its members for decades. But we know, there is more we can do.

Many of our donors, those who have given financial gifts to Psi Chi already, understand our mission directive and share our values about supporting Psi Chi members. One such generous donation, the largest Psi Chi has yet to receive, will go far in helping us serve members and provide resources to help them succeed in psychological science.

In our 90th year, Dr. David Myers and his wife Carol generously made a one-time \$50,000 gift from their foundation to support Psi Chi member programs. Dr. Myers, a prominent social



David Myers, PhD

psychologist, textbook author, and colleague of our current Psi Chi President, Dr. Regan A. R. Gurung, expressed his desire to support Psi Chi programs this way:

I have long observed and admired Psi Chi’s support for undergraduate psychology and have greatly respected Psi Chi’s current and former leaders. Thus, with this gift, which will help sustain Psi Chi programs, I’m delighted to support our Psi Chi leaders and the ongoing Psi Chi mission.

Whether someone gives \$5 per month to our annual campaign or makes a large gift such as Dr. Myers and his wife, it is important for us to remember that those basic building blocks of the foundation for giving to Psi Chi are not laid in one day. Every single gift, from every supporter, from every part of the world, is what will sustain Psi Chi’s mission into the future.

Rachel Zelenak, a 2018 undergraduate research grant recipient from the Wayne State University Chapter said this:

Simply without the generosity of Psi Chi donors, I can honestly say I would not be where I am today. Psi Chi has made it possible for me to conduct and present research that I am passionate about. It has given me the opportunity to expand my research interests, develop relationships with faculty, and write formal proposals. Psi Chi has taught me not just to chase after my dreams, but instead to run with them.

Psi Chi is slowly but most assuredly building a culture of philanthropy for our Society. We know that fundraising for donations will help us serve our mission more confidently and ultimately will allow us to serve more of our members in their quest for excellence. Building that culture will take time, but the gifts we have received from donors so far have shown us that our Society is strong, trusted, and making a difference for members like Rachel.

Thank you to all those who have chosen to give to Psi Chi and all those who will give in the future. Together, you are building the future of psychology.

If you have any questions about the **Give Back to Psi Chi** annual giving campaign, contact cynthia.wilson@psichi.org.

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SPIRIT OF PROSSER

"I am Psyched" About Encouraging Diversity and Inclusion

Jon Grahe, PhD
Pacific Lutheran University



A friend asked me to scout out the "I am Psyched" Exhibit at the APA 2017 convention. The exhibit highlighted contributions of women of color to psychology providing context for pioneering women that challenged the stereotypes, expectations, and institutional barriers to pursue their education and make contributions to the field. For the cost of shipping (\$600 presently), organizations and institutions can bring the exhibit to their conferences and campuses. The exhibit offers opportunities to both educate students and the community about the contributions of women of color to our field, and also the challenges and barriers that are still present. That scouting visit to the exhibit had a profound impact on me as I was compelled to follow my own journey. I invite you to join me in parts of this journey for the sake of women of color if not yourself. My invitations will include (a) bringing the exhibit to your conference or campus, (b) finding ways to change the educational curriculum, and (c) making donations to a Psi Chi scholarship.

First Stop: "I am Psyched" Exhibit

After my friend recommended the exhibit to me, I pursued bringing the exhibit to my own institution, Pacific Lutheran University, in October 2018. In addition to housing the exhibit on the main floor of the Library for 3 weeks, we hosted Dr. Melanie M. Domenech Rodríguez (then Psi Chi President) as a keynote speaker at a special event closing the exhibit. There were five large panels, extra reading materials, and invitations for visitors

to document their experiences. The exhibit panels included in-depth stories about some of the women and more general content to highlight the contexts surrounding the women. In one story in particular, we learned that Dr. Inez Beverly Prosser was the first African American woman to earn a PhD in the field of psychology. At the time, I was struck by how little I knew about her and her work. One reason for her obscurity is that she died shortly after completing her dissertation (Prosser, 1933) and never published any research. Because women of color are also rarely highlighted in textbooks or course curricula (Cramblet Alvarez et al., 2019), they are rarely known.

To build greater impact of the exhibit when it was on our campus, the department offered a 2-credit special topics course, *Contributions of Women of Color to Psychology*, so that students could get academic credit for their preparation and execution of the role of docent (known as exhibit staff to us nonmuseum types). Along with taking time to help visitors engage in the many hands-on activities, the student docents provided additional context from their extra preparation. Four of those students later presented what they learned from the exhibit experience and from the course at the National Race and Pedagogy Institute. Two of them subsequently created a series of exhibit posters that were inspired by, and complimentary to, the APA "I am Psyched" series. This *Pacific Lutheran University Women of Color in Psychology* Exhibit has been hanging in the main hallway of Psychology Department for eight months with no plans to remove it.



Dr. Jon Grahe with docents, (from left to right) Mary Johnson, Lydia Besrat, Amber Matteson, Anamaris Garcia Marrero, Hailey Pennick, Cynthia Waite, Bertha Munoz-Manzo, in front of "I am Psyched" exhibit.

First explicit invitation to readers: I would strongly endorse bringing APA's "I am Psyched" exhibit to your campus and finding ways to integrate it into the curricula when it is present. Many instructors required assignments or offered extra credit associated with exhibit attendance. It will likely cause much energy and excitement, even as it challenges visitors to review their own assumptions and privilege.

Second Stop: Change the Curriculum

As energizing as this experience was for the students, I reflected on my own personal deficiencies in addressing these topics in the classroom, which compelled me to consider methods to provide better diversity and inclusiveness content in my course curricula and even my own research. For decades, the challenge of diversifying the curriculum of the combined statistics/methods course eluded me. However, inspired by the exhibit and Dr. Prosser specifically, my colleague and I introduced the "Prosser Preregistered-Report Proposal." This semester-long project complimenting their traditional course work, invited students to learn more deeply about one or more of the measures Dr. Prosser used in her dissertation (Prosser, 1933) and then to generate a research proposal of their own.

The first step was to introduce her research question and help students grapple with the complex nature of science. Her research examined the relationship between personality and the educational context of segregation. Completing her work in 1932, she examined the personality and social behaviors of African

American children in mixed and segregated schools. She noted both racist reasons to support segregation and similar moral reasons to oppose it, but also that some educators and community leaders promoted it on a voluntary basis to encourage more conducive learning environments. Her methods measured children on a battery of personality, cognitive, and sociobehavioral measures and then tracked their academic and behavioral outcomes. Ultimately, she concluded that children should thrive in a context that matched their personality. She also provided a series of recommendations to maximize learning, which highlighted the importance of teachers who care and environments that are inclusive and welcoming to students.

Second invitation: Find alternative methods such as this one to diversify the entire curriculum. Although my students' own work diverged quickly from Prosser's questions, the project allowed us to discuss diversity and social justice issues related to collecting data 90 years ago. For instance, Prosser used the Personal Attitudes tests for Younger Boys (Sweet, 1931). However, because her sample included girls, she scratched out "boys" and hand wrote "girls" and included extra instructions to explain to the girls that they could also complete the scale even though it was developed for boys. We discussed in class what it might have been like for the girls to complete this scale and how this might have impacted the data. We considered the reasons that she chose this outcome rather than getting new scales created and printed. The other scales offered similar educational opportunities both for the methods topics, but also to increase reflection and discussion on challenging topics related to diversity and inclusion.



Further, students were encouraged to ask big questions that they might consider in the future. Because it was a proposal, they could ask questions that were possible but not feasible because of time and cost.

Third Stop: Inez Beverly Prosser Psi Chi Scholarship for Women of Color

As I sought to integrate the spirit of Inez Beverly Prosser's legacy into my classroom, I recognized that some of the challenges she faced achieving her educational goals are still present for individuals in minoritized groups. Women of color experience negative impacts of stereotyping and discrimination at a higher incidence level and across a broader range of their identities. Although there are more role models in the field for them to follow because of these pioneering women breaking through barriers, there are not enough college professors who are women of color. Partnering with Dr. Rihana Shiri Mason, I lobbied the Psi Chi Executive Board to create the **Inez Beverly Prosser Psi Chi Scholarship for Women of Color**. We recommended that a named scholarship honoring the first African American woman of color to earn a doctorate in psychology would provide numerous benefits, including demonstrating Psi Chi's own stated commitment to diversity and inclusion. In response, Psi Chi offered us \$50,000 in matching funds and 10 years to raise the remaining \$50,000 to fully endow the scholarship. In the first six months, we have raised over \$6,000 with high hopes that we can complete our fund-raising within 3 years.

Final invitation: Please consider making a one-time or recurring donation to the Inez Beverly Prosser Psi Chi Scholarship for Women of Color and announce your support for the #SpiritofProsser scholarship. Help us permanently endow this fund to offer \$3,000 to a Psi Chi woman of color each year.

Visiting the "I am Psyched" exhibit was a quick favor for a friend, but it had much larger impacts. It led to our own experience hosting the exhibit and a model for us to create our own. It encouraged curriculum and educational changes to better connect and serve students. And it inspired the creation of the Inez Beverly Prosser Psi Chi Scholarship for Women of Color.

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Jon Grahe, PhD, is a professor of psychology at Pacific Lutheran University. He also serves as a councilor in the Psychology Division of the Council for Undergraduate Research and is the managing executive editor for *The Journal of Social Psychology*. He is a passionate advocate for increasing undergraduate participation in crowd-sourcing science opportunities such as the Collaborative Replications and Education Project and the International Situations Project and a general supporter of open science initiatives (see his posts to the Open Science Collaboration Blog <http://osc.centerforopenscience.org/>).



Effective Cover Letters and Resumés

The Importance of **Fit** Before Format

Stacie M. Spencer, PhD
MCPHS University

Imagine you found out about an exciting internship or job opportunity and then discovered your best friend knows the person responsible for selecting who gets the position. Even better, you and your friend are going to an event that the hiring person is attending and your friend plans to introduce you. You would probably want to spend some time preparing your friend to make sure this introduction clearly and concisely communicates that you are interested and have the skills needed to succeed in the position. In other words, you would prepare your friend to make it clear that you are a great *fit* for the position.

Wouldn't it be wonderful if every time you applied for a position you had a friend who was able to introduce you to the person making the hiring decision? Although people in your network might

tell you about opportunities and provide references on your behalf, most introductions you make to the individuals evaluating applications will be in writing through your cover letter and resumé. The mere mention of cover letters and resumés often triggers thoughts of formatting, font styles, and space limitations. Yes, format is very important because the organization and look of these documents make the first impression and guide the evaluator to key pieces of information. However, before you spend time on format, you need to **focus on fit**. That statement might seem obvious. And yet, as Longnecker and Hettich (2016) explain in an earlier *Eye on Psi Chi* article, you need to provide more than your degrees and a list of experiences. A good cover letter and resumé communicate your interest and fit as effectively as your well-prepared friend would.

The Cover Letter and Resumé as Your Introduction

Your cover letter and resumé determine if you move to the next phase of the selection process. The cover letter is written in paragraph form and provides a clear, concise, and explicit connection between your knowledge and skills, and the position for which you are applying. The resumé is written in bullet form and includes a quick view of information about your education and experiences, with a focus on tasks you have completed and the skills you possess.

A resumé without a cover letter is like a list of ingredients without a recipe. Each individual ingredient might sound good, but you need the recipe to tell you how those ingredients are combined to create the dish. Similarly, the education, experiences, and skills you list on your resumé might look good, but the application evaluator needs the cover letter to explain how your experiences and skills combine to qualify you for the position. Unless a position announcement says otherwise, you should *always* submit a cover letter with a resumé so the evaluator knows exactly how your education and experiences mix to make you a great fit for the position.

Generating Content—The Skills Employers Value

Although it is difficult to write a cover letter before you need one, you should create a resumé before you need one. How can you do that if the resumé is supposed to fit the position to which you are applying? The answer is to start with the skills you have that are valued by all employers and then edit the resumé later to align with each position to which you apply. You might be surprised to learn that employers from diverse occupational areas (e.g., business, education, healthcare) are more interested in hiring individuals with skills and knowledge that cross disciplines than in discipline-specific skills (Hart Research Associates, 2018). These cross-disciplinary skills are often referred to as *transferable* skills because they can be transferred from one job or occupation to another.

A working group established by the American Psychological Association (APA), Committee on Associate and Baccalaureate Education (CABE), conducted a systematic review of the literature

and evaluated job opportunities posted on Indeed.com (one of several job search websites) to create a master list of the skills employers value.

Five domains and 17 skills were identified:

- **Cognitive:** analytical thinking, critical thinking, creativity, information management, judgment and decision making
- **Communication:** oral communication, written communication
- **Personal:** adaptability, integrity, self-regulation
- **Social:** collaboration, inclusivity, leadership, management, service orientation
- **Technological:** flexibility/adaptability to new systems, familiarity with hardware and software

For a complete list of the five domains, corresponding skills, and brief descriptions of each skill, go to *The Skillful Psychology Student: Prepared for Success in the 20th Century* (APA, 2018).

Psychology majors have a distinct advantage among liberal arts majors because, in addition to having many opportunities to gain valuable workforce skills through the major, psychology majors gain *knowledge* about these skills. In other words, in addition to developing cognitive, communication, personal, social, and technological skills through coursework, internships, research, and extracurricular activities—psychology majors know about how people think, elements of successful communication, sources of individual differences, group influences on decision making, and factors that influence how people interact with technology. If you were deciding between two applicants, would you hire the one who has worked on many teams (the nonpsychology major) or the one who has worked on teams and can explain, with research evidence, the processes that facilitate team productivity, success, and satisfaction (the psychology major)?

One important step in developing content for your cover letters and resúmes is to assess the degree to which you possess the skills employers value. You can do this by making a list of the five *Skillful Psychology Student* domains and corresponding skills.

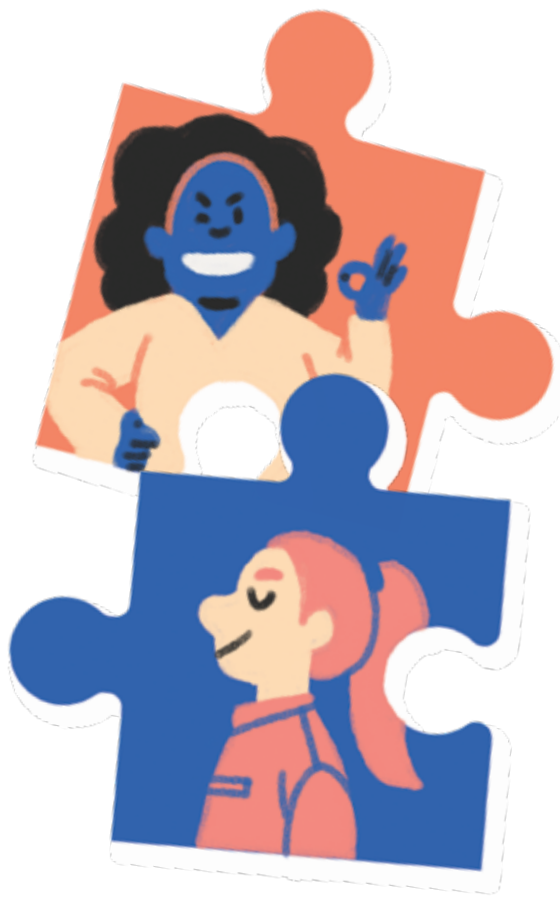
Then, for each of the 17 skills, identify at least one course or experience (e.g., volunteer, internship, job, club/organization) for which you completed an assignment or task that demonstrates the skill. For each assignment/task, provide evidence to connect the assignment/task to the skill (e.g., a paper, presentation, written feedback) and provide the name and contact information for the professor/supervisor who can comment on that skill. If you don't have tangible evidence for a skill, write a brief explanation of how the assignment/task demonstrates the skill.

For example, for the personal skill of self-regulation, you might include your leadership role in an organization such as Psi Chi (the experience). For this experience, you would list the new initiatives you established (the tasks), identify the name of the document that includes your descriptions of the initiatives along with a document with the minutes of the meeting in which you first presented your ideas (the evidence), and write the name and contact information of your chapter advisor (the person who can verify that you demonstrated this aspect of self-regulation). As you identify evidence to list in your skills evaluation, you should create a folder or portfolio, organized by domain, to store electronic copies of your evidence.

After a thorough evaluation of your skills, you can begin to build a strong skills-based resumé, and you will have skill-specific information to draw on later for each cover letter you write. Through this evaluation process, you will discover the domains for which you have multiple skills and multiple sources of evidence as well as the ones that you need to work on. Similarly, you will likely discover there are certain skills you enjoy using and other skills you don't particularly enjoy using. Thus, once you complete this evaluation process the first time, you can create a plan for gaining experiences to develop additional skills or more knowledge about those skills. You will also know which skills will be important for you to look for in internship and job descriptions.

Aligning Content to the Position

Although employers value a common list of transferable skills, each position you will apply for will include a specific set of skills from that list. Position descriptions vary in detail and format. However, most



position descriptions include the position title, a brief overview of the company, the duties and responsibilities of the position, required qualifications (qualifications you must meet to get the position), and preferred qualifications (qualifications that aren't required but would make you a stronger candidate).

Often, people who are well-qualified for a position do a poor job communicating their fit to the application evaluator. Their cover letters and resumés might include interesting experiences and important skills, but the applicants do not explicitly state why those experiences and skills are relevant to the position. Think about your application for a position as if it were an assignment for a course. Just like you complete your assignments to meet the instructions, you should tailor your cover letters and resumés to meet the specific characteristics of each position description.

To make the candidate review process more efficient and consistent, many evaluators create rubrics with categories of qualifications and associated point values. Categories include education level, years of experience, and specific skills (e.g.,

Often, people who are well-qualified for a position do a poor job communicating their fit to the application evaluator. Their cover letters and resumés might include interesting experiences and important skills, but the applicants do not explicitly state why those experiences and skills are relevant to the position.

information management, collaboration, oral communication). Point values might be as simple as 1-point for each qualification met or a point range (e.g., one to four) to capture the degree to which an applicant meets the qualification. Similarly, other evaluators use software to detect terms used in the position description (e.g., analytical thinking, adaptability) as well as acceptable synonyms for the terms (e.g., problem-solving, flexibility). Regardless of the review system, applicants who score the highest points move on to the next step in the selection process.

Before you decide to apply for a position, you should evaluate your interest in the position and how well you fit the qualifications. One way to evaluate your interest in the position is to review employer information (e.g., mission, values) and the duties associated with the position. To determine how well you fit with the position, you should read the description very closely, highlight all descriptors that are true of you, and use your skills evaluation to make a list of the evidence you can provide for each descriptor.

Time to Write and Format

Once you determine you are a good fit for a position and identify relevant content from your skills evaluation to address specific qualifications associated with the position to which you are applying, you can begin to write your cover letter and

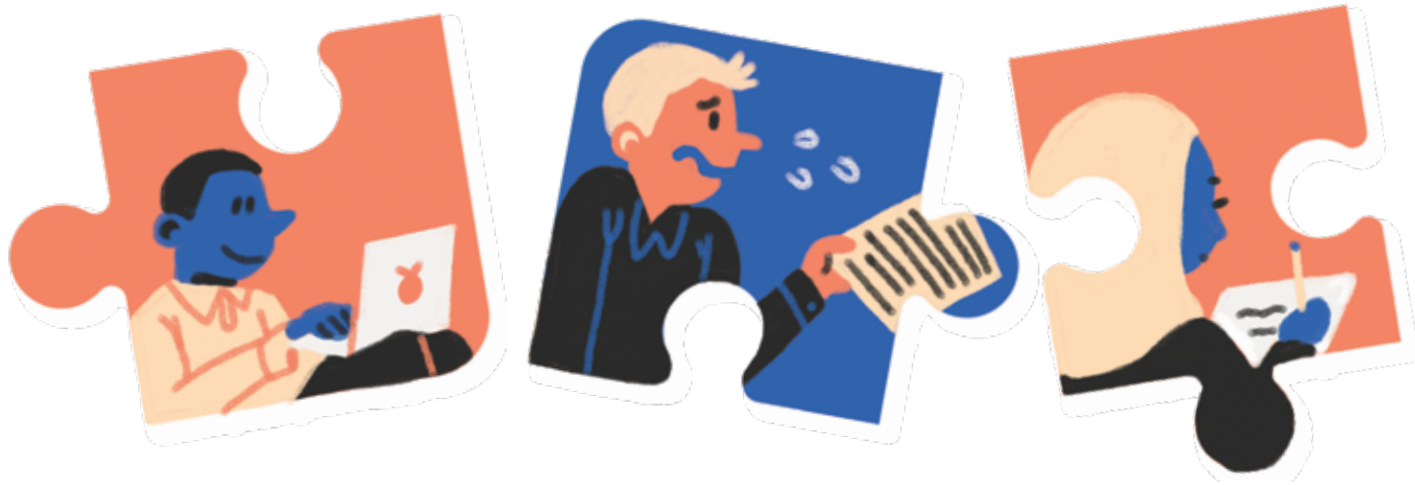
tailor your resumé. There are many excellent resources that explain how to write and format cover letters and resumés, including information about font styles, verbs to use, and organization of content. Your college career center and writing center likely provide links to excellent sources and will meet with you to review drafts. In addition to the Longnecker and Hettich (2016) article already mentioned, tips and samples are provided by Indeed.com, Monster.com, LinkedIn.com, and other reputable websites.

Cover Letters

A strong cover letter makes a positive impression and provides a clear and concise case for why you are an excellent candidate for the position. The cover letter begins with your contact information, the date, the address of the recipient, and a greeting to the recipient (*Dear Ms. _____*). The first paragraph includes the name of position for which you are applying and a brief statement as to why you are a good fit for the position. When discussing fit, it is appropriate to mention your professional goals. However, you should focus on what you bring to the position rather than what the position will do for you.

The second paragraph of the cover letter includes explanation and evidence of fit. You should identify three or four skills from the job description that you think are most important to succeed in the position and write a statement for each that clearly and concisely communicates what you have done and what you know about those skills. For example, if one of the primary responsibilities of the position is to communicate with others (e.g., clients, research participants, managers), your letter should connect your specific oral and written communication skills and experiences with the communication responsibilities in the position description.

The cover letter ends with a final paragraph that reiterates your interest in the position and describes your next action (e.g., how/when you will follow up), a closing (e.g., *Sincerely*), your signature, and your name (typed). Keep in mind, the more applications the evaluator receives, the more likely the evaluator will skim your letter rather than read closely. Thus, when you finish writing a cover letter, you should always go back to the position



description to make sure you address all important qualifications and use the same terminology (not synonyms) from the job description in your letter.

Resumés

A strong resumé communicates a lot of information with the fewest words possible on a single page. As with cover letters, evaluators skim resumés to find key words that reflect the position description. If they find those key words, they will then need to know how to contact you to follow up. Thus, effective resumés are organized so that it is easy to locate the applicant's name, contact information (postal address, e-mail address, phone), education, experiences (jobs, volunteer work, internships, clubs/organizations), general skills (e.g., language and software proficiencies), and certifications (e.g., CPR, CHES). Each experience listed on a resumé should include the name of the position (e.g., Tutor, Research Assistant, Sales Associate), the employer or institution, the start and end date, and 1–2 bullet points that concisely describe your responsibilities, with whom you interacted, and when possible, quantifiable outcomes.

Your skills evaluation combined with the close review of the position description provides the information you need to write the bullet points for the experiences you list on your resumé. An effective bullet point begins with a strong action verb and communicates skills using the terminology from the position description. In each example below, the *action verbs* are highlighted. After each example, the *Skillful Psychology Student* domains and respective skills are provided

in brackets for illustration purposes; the information in brackets should not go on your resumé.

- **Established** and **monitored** quarterly sales goals for a 10-member team of junior representatives using HubSpot. [Cognitive: analytical thinking; Social: management; Technological: familiarity with software]
- **Created** six evidence-based learning strategy handouts for distribution to all in-coming students. [Cognitive: critical thinking and creativity; Communication: written; Personal: self-regulation]
- **Coordinated** and **delivered** cultural competency training for 25 patient-advocates. [Cognitive: information management; Communication: oral and written; Social: inclusivity]

Final Comments

Your cover letter and resumé serve an important role in introducing you to the person who will determine if you move on to the next step in the selection process for a volunteer opportunity, internship, or job. Whether you have little experience or a lot of experience, it is never too early to start generating the content you need for cover letters or to build a generic resumé that you will tailor to positions as needed. As an introduction, it is extremely important that your cover letter and resumé are free of writing errors. Therefore, you should proofread very closely and get feedback from others.

Every semester, you will continue to develop skills and skill-related knowledge. Thus, you should regularly update your skills assessment and set

corresponding development goals. Additionally, whether you are currently seeking a position or not, you should regularly review position postings (directly through employer websites or indirectly through job posting sites). To maximize the options, use “bachelor’s” rather than “psychology” as the search term. Not only will this activity provide you with concrete evidence that there are very interesting jobs for individuals with bachelor’s degrees, it will also help you identify the skills and experiences you need for the types of jobs that interest you. Taken one step further, you might not be qualified yet for a job that interests you. However, you might approach the employer to propose a volunteer or internship opportunity. Not only would you develop important skills, you would be able to add the experience to your resumé!

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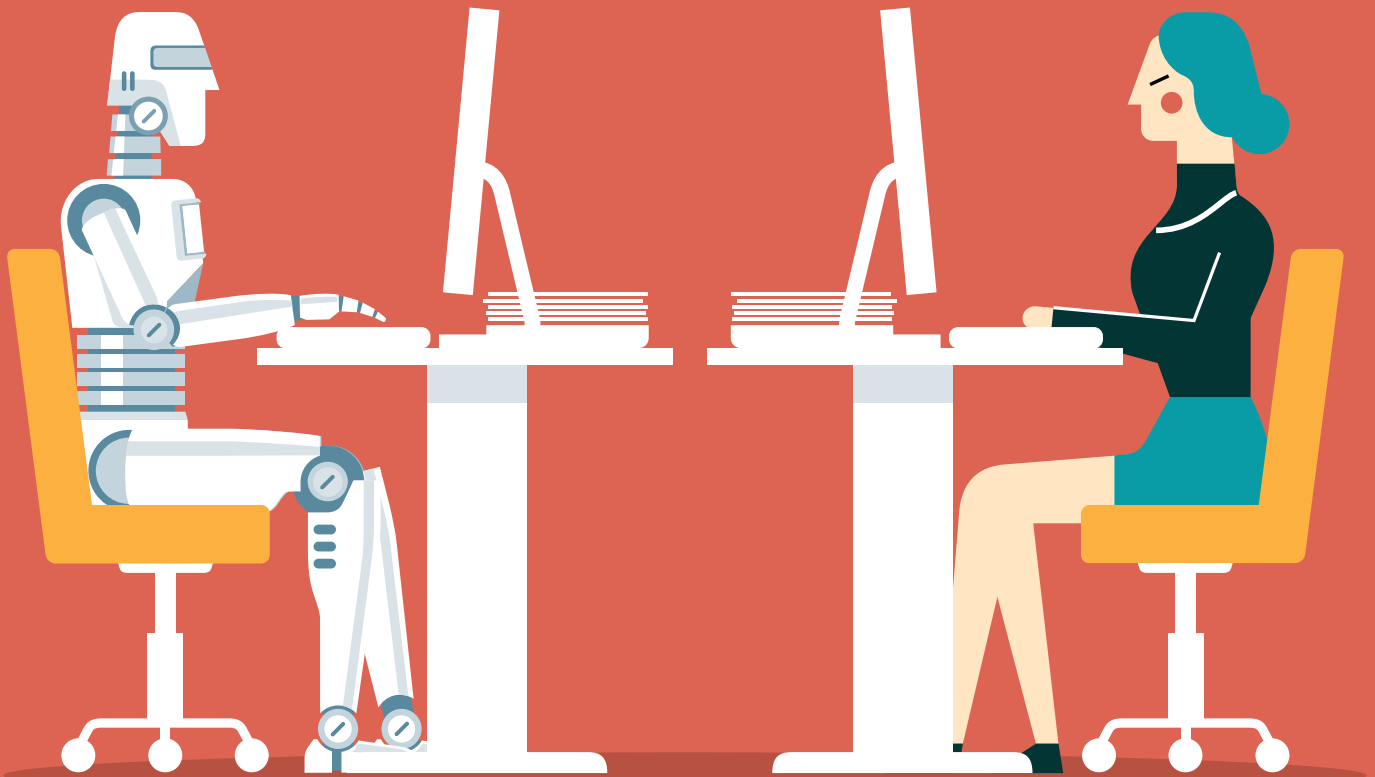


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Writing a Strong Résumé for Robot & Human Readers

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Resumés are a critical element of the job application process, typically serving as the first step in evaluating potential hires (Lussier & Hendon, 2016). Despite the heavy reliance on resumés, Dr. John Sullivan, a corporate speaker and human resource expert, argues that their utility is overrated, in large part, because of errors caused by both applicants and readers (Sullivan, 2012). Employers are often faced with the task of reviewing hundreds of resumés in a short span of time. A recent study using eye-tracking technology reported that each résumé received an average of 7.4 seconds of attention during the initial screening (Ladders Inc., 2018), hardly

time to fully assess each individual candidate. Thus, many companies have turned to automated software to help them discriminate among resumés. An applicant tracking system (ATS) scans online job applications to provide a ranking of candidates who are likely to be a good match. This system benefits the company by being quicker and cheaper than manually reviewing resumés.

Unfortunately, these systems have not completely resolved the résumé-related issues. In fact, one of Dr. Sullivan's concerns about resumés is that individuals program the software. An error as simple as not using the correct keywords can lead to missing the best applicants

(Sullivan, 2012). In addition, ATS are better programmed to exclude unqualified applicants than to accurately assess which candidates will provide the best fit for the company (Augustine, 2019). Often, the only resumés that are seen by actual people are those that have scored well in the ATS screening process. Experts estimate that 75% of job resumés are rejected by online systems before ever reaching human hands (Augustine, 2019). Thus, your challenge is to write a résumé to not only get the job, but also to impress an automated reviewer. With this information in mind, below are some tips to help you write a competitive résumé for today's technology.

Think From the Company's Perspective

Carefully read the job description for which you are applying. The words that are used in the description are likely to be keywords for which automated systems are seeking. Yang (2019) wrote, "Funny enough, the recruiter who writes the description for the job opening you apply to is often the same person who uses the ATS to set what the important keywords are. As a result, the keywords you'll want to include on your resumé are oftentimes the very words and phrases used in the job description." Pay close attention to the specific wording. ATS may be screening for "communication" instead of "communications;" match as closely to the specific wording as you can while maintaining the accuracy of your credentials. Putting this into practice is going to require you to individualize your resumé for each job; ATS have replaced the days when a single, standardized resumé could be submitted to every potential employer.

Although supporting this advice, Copeland (2019) warns against simply repeating the job description in your resume. She states,

A resumé that matches too closely (that is, a 95 percent or higher match) may actually be flagged by the ATS . . . work to incorporate information from the job ad into the resumé organically. Using similar key phrases (also called "keywords") in your resumé that are used on the job posting is the best place to start. Focus on using these in your professional summary, your skills, and your experience sections.

Include Industry Keywords

You have to know the industry's keywords in order to use them effectively. In psychology, we know that words such as attachment and love can have very different operational definitions. In the same way, each industry will have words that carry specific meaning in their job context. One strategy to familiarize yourself with the industry is to look at several advertisements for jobs similar to the one for which you are applying. Look for common word usage, as repetition

indicates that the skill is important for this position. A second strategy is to use a word-cloud generator such as Wordle or TagCrowd. Copy and paste the job descriptions for similar positions into the generator to identify patterns in word usage. Of course, your ultimate goal is to not just identify the keywords, but to incorporate them into your resumé. According to Amanda Augustine, a resumé writing expert, the most important ones are included two to three times across the resumé, particularly in the Work Experience or Education sections (Jackson, 2018).

Utilize Simple Formatting

Use a simple, standard resumé formatting with a common font and no unnecessary spacing. ATS may be unable to read information that is incorporated into a header, tables, figures, unusual bullet points, or other graphic elements. One way to check whether your elements will translate is to convert your writing into plain text format and see what disappears from view (Augustine, 2019). You also want to stick to common headings to organize information. Resumé consultants Mark Slack and Erik Bowitz (2019) caution that headings common in psychology, such as publications, membership, or professional affiliations, will not be understood by many ATS. Augustine also warns against submitting a PDF file unless that format is specifically listed as acceptable, as some ATS scan it as one single image rather than a series of data points (Jackson, 2018). A good rule of thumb is to carefully read and follow all formatting guidelines before uploading any documentation. The company will know the limitations of its own software.

Avoid Abbreviations

ATS is restricted by its programming, and programmers can't anticipate every abbreviation and prior experience that may show up on applicants' submissions. Thus, even common abbreviations need to be used with caution because an ATS may not recognize them. Your safest option is to include both the abbreviation and the full phrase, for example, the American Psychological Association (APA), to facilitate the ATS' capture of the information.

Avoid Spelling and Grammar Errors

Today's document software easily catches spelling and grammar errors. So too will a sophisticated document analysis program. First, such errors reflect poorly on your ability to attend to detail. Second, a misspelled keyword can significantly lower your ATS evaluation, preventing a human reader from ever seeing your qualifications. Make sure that you submit a resumé that is free of mistakes, especially those that can be caught with your own word processing system.

Carefully Consider the Length of Your Resumé

Let me begin this piece of advice by clearly stating that you do not want to submit a bloated resumé that violates typical length guidelines. However, if your resumé is going through an ATS, you want to maximize your chances that you included as many keywords and rating factors as possible in order to increase your overall ranking. Make sure that you have a resumé that is long enough to fully address the relevant qualifications. That being said, having excessive keywords that are a poor match for the job can lower your ranking, so a longer resumé is not always a stronger resumé (Slack, 2019).

Include a Cover Letter

Currently, many ATS systems are programmed only to read resúmes, leaving cover letters ignored in the initial screening process (Jackson, 2018). Thus, you need to ensure that critical information is contained in the resumé itself. However, the ATS limitation does not mean that the cover letter is useless. Unless cover letters are forbidden or the system limits attachments, always include one, as it may become a meaningful aspect of the subsequent human review process. Two applicants may achieve the same ATS ranking, and then a stronger cover letter lands one of them the job.

Because cover letters can introduce a candidate more personally than the space and formatting limitations of a resumé, you might consider submitting a cover letter directly as well as through the online submission system. Susan Iles, the Director of Communications for Psi Chi,

suggests, “I think if an email address is given, a serious candidate should always cover their bases by sending information that route too” (S. Iles, personal communication, September 24, 2019).

Write for the ATS and Your Potential Colleagues

Like many resumé experts, Augustine argues for a judicious use of keywords, instead of “stuffing or packing the resumé and cover letter with buzzwords.” Augustine warns that a subsequent human reader may dismiss such a resumé as a better fit for the ATS system than for the company (Jackson, 2018). In your quest to make it through the ATS screening process, stay honest. You may end up being interviewed by someone who questions the skills and experiences that your keywords indicate that you have. Be prepared to support the information in your resumé with specific examples and evidence. The goal is not to make it to the interview, the goal is to be hired.

Remember That Networking Still Matters

Don’t let the automation of the hiring process completely replace traditional networking efforts. Networking and making personal connections with

potential employers are still valuable tools. One modern modification is that networking also happens online. Technology-savvy human resource personnel, trained to use ATS, may also turn to other online sources of information to learn about their applicants. Take the time to monitor your online presence, including social media posts and pictures. Copeland (2019) suggests that job seekers maintain an active LinkedIn profile and seek opportunities for online connections. This effort should not begin and end with the hiring process. Companies may monitor their employees after the hire, and resúmes in an ATS can be easily accessed in the future if additional employment opportunities arise in the company (Shields, 2018).

Get Feedback and Advice

Another traditional but useful piece of advice is to utilize resources as you develop your resumé. Seek guidance from mentors, career services, and employed professionals. You do not have to take every piece of advice you get, but you don’t want to miss something that might make the difference between a rejection and a hire. As companies have increased their reliance on technology, so has the support industry. Many resumé-writing services now offer ATS resumé scans

to preview your application, and ATS-friendly templates are available online. Take advantage of all of the resources that are available to you.

In conclusion, creating a resumé is similar to all types of writing, in that you need to carefully consider the message and the audience. The message you want to convey is how good of a fit you are for this particular company’s needs, and your audience is both an ATS and human personnel. We hope that we have given you some ideas for how to build a resumé that will please robots and readers alike.

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How Is Successful Persuasion Best Achieved?

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The ability to influence the decisions and behaviors of others is incredibly useful. So, how is successful persuasion best achieved?

For more than 70 years, behavioral scientists have been studying how to reliably persuade others. This article first briefly reviews this body of research with regard to six proven and universal principles of persuasion. Second, it shares information about a newly recognized form of persuasion technology—*pre-suasion*, which involves what a persuader can say or do immediately *before* delivering a message in order to significantly increase its effectiveness.

Universal Principles of Persuasion

The pace of modern life is increasingly complex and ever-accelerating. This deprives people of sufficient time and ability to make carefully examined decisions. As a result, they must often resort to a shortcut (or *heuristic*) approach in which a choice is made on the basis of a single, usually reliable piece of information.

Research has identified six principles of influence that operate as such shortcuts in the realm of persuasion (Cialdini, 2009):

1. **Reciprocity:** People feel obligated to return gifts and favors they have received. In one study, shoppers at a candy store became 42% more likely to make a purchase if they'd first received a gift piece of chocolate upon entry (Lammers, 1991).
2. **Authority:** People look to experts to show them the way. Individuals who are shown the opinion of a distinguished economist on an economic problem not only massively followed that opinion, they did so without evaluating other relevant evidence (Engelmann, Capra, Noussair, & Berns, 2009).
3. **Scarcity:** People want more of what they can have less of. Brand promotions that had a purchase limit ("Only X per customer") or time limit ("For today only") more than doubled sales at a large grocer chain compared to promotions without a limit (Inman, Peter, & Raghubir, 1997).
4. **Liking:** People like and want to say "yes" to those who are similar to them. Research has shown that the odds of a failed negotiation are significantly reduced when the negotiators uncover similarities (e.g., hobbies) they share (Moore, Kurtzberg, Thompson, & Morris, 1999).
5. **Consistency:** People want to act consistently with what they have publicly said or done. Having people sign an honesty pledge at the top of an insurance form (instead of at the bottom) led to significantly less lying on the form (Shu, Mazar, Gino, Ariely, & Bazerman, 2012).
6. **Social proof:** People look to others' behavior to guide their own. British tax officials collected hundreds of millions of additional pounds by including a message on tax recovery letters stating that most people do pay their taxes on time (Martin, 2012).

Communicators who incorporate one or another of these principles into their messages can often elevate the success of the messages greatly.

The Psychology of Pre-Suasion

As we've seen, researchers have learned a great deal over the years about which elements to build into a message for greatest impact. But, recently, they have begun to realize that, by focusing so intently on the message itself, they've missed a crucial component of the process. Effective persuasion is also achieved through effective *pre-suasion*: the practice of arranging for people to agree with a message before they experience it.

On its face, pre-suasion may seem like some form of magic. After all, how can we arrange for people to agree with a message before they know what it is? But it's not magic. It's established science (Cialdini, 2016), which works by putting audience members in a mindset that fits with a forthcoming message, thereby intensifying the impact of the message when it is delivered. Here are some examples of the frames of mind that a savvy pre-suader might want to create in others before sending a persuasive message.

Evaluators who are asked to provide advice (instead of opinions or expectations) on a plan are put in a cooperative state of mind *before they even experience the plan.*

Helpfulness. In one study, researchers approached people and asked for help on a survey task for which they would not be paid, and only 29% agreed to participate. But then the researchers approached a second sample of people and preceded that request with a simple, pre-suasive question to which most agreed: "Do you consider yourself a helpful person?" When asked to help this time, 77.3% volunteered for the task because doing so fit with a recently installed mind-set regarding helpfulness (Bolkan & Anderson, 2009).

Trust. Gaining someone's trust normally requires much time and effort. However, employing a clever pre-suasive strategy can help to acquire rapid trust. A communicator who references a weakness early-on is immediately seen as more honest than one who succumbs to the tendency to describe all of the favorable features of a proposal upfront and reserves mention of any drawbacks until the end of a presentation (or never). Once it's perceived this trustworthiness is already in place, an audience is more likely to believe the major strengths of the case when they are advanced (Dolnik, Case, & Williams, 2003).

By employing this approach, Elizabeth I of England optimized the impact of one of the most celebrated speeches of her reign. At Tilbury in 1588, she addressed her soldiers who were massed against an expected sea invasion from Spain, and

who were also concerned that she wasn't up to the rigors of battle because she was a woman. She said, "I know I have the body of a weak and feeble woman. *But*, I have the heart of a king; and a king of England too!" The cheers after this pronouncement were so loud and lasted so long that officers had to ride among the men and order them to restrain themselves so the Queen could continue.

Cooperation. Suppose that you developed a new plan and want to get a colleague's support. Ask your coworker for *advice* concerning the idea, not for opinions or expectations regarding it. Evaluators who are asked to provide advice (instead of opinions or expectations) on a plan are put in a cooperative state of mind *before they even experience the plan*. This makes them more favorable to it when they then do encounter it. An old saying proclaims: "When we ask for



advice, we are usually looking for an accomplice.” I would only add on the basis of scientific evidence that, if we get that advice, we usually also get that accomplice (Lui & Gal, 2011).

Reputableness. During the 1970s, Henry Kissinger was perhaps America’s greatest international negotiator. When asked who he considered to be the best such negotiator he had encountered, he chose Egypt’s then-president Anwar Sadat due to a pre-suasive tactic that Sadat often employed in order to get more from a negotiation than was warranted by his political or military position at the time. *Before beginning negotiations*, he would assign an admirable trait to the opposing side such as Israelis’ “well-known tradition of fairness,” “sympathy for the underdog,” or “support for those in need”, which always fit with whatever it was that he wanted to accomplish. As Kissinger worded it, “Sadat first gave his opponents a reputation to live up to”—something they then did remarkably often (Kissinger, 1982).

Conclusion

In sum, influence is optimized by both persuasion and pre-suasion—by what we put into a message and by what we put into the moment before that message. To influence most effectively, we would be well advised to strive to employ each component effectively.

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Spotlight on Counseling Psychology

HOW DOES IT COMPARE WITH CLINICAL PSYCHOLOGY?

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Are you interested in pursuing a career in psychology that combines research, clinical work, and teaching? Are you considering applying to PhD programs, but unsure about the difference between counseling psychology and clinical psychology? If so, this article will help inform your graduate school decision-making process by highlighting some of the key similarities and differences between counseling psychology and clinical psychology PhD programs. Given our position as doctoral students and faculty in a counseling psychology PhD program, this article will emphasize the distinguishing characteristics of counseling psychology programs, in particular. Most

importantly, we will provide recommendations for finding a graduate program that best fits your interests, professional goals, and values.

What Are the Historical Roots of Counseling and Clinical Psychology?

Counseling psychology grew out of the vocational guidance movement in the United States, which specialized in providing educational and occupational advice (Benjamin, 2005). The counseling psychology field largely developed after World War II, as a means of addressing the demand for psychological and vocational rehabilitation among returning veterans (Morgan & Cohen, 2008). In contrast, the field of clinical

psychology grew out of the psychological testing movement of the late-nineteenth and early-twentieth centuries. The clinical psychology field gained prominence before and after World War I, as psychologists were called upon to assess soldiers for military roles and to treat returning soldiers (Benjamin, 2005). Historically, counseling psychologists focused on the promotion of psychological well-being, career development, and vocational assessment, whereas clinical psychologists primarily focused on psychopathology and psychological testing (Benjamin, 2005). The different historical roots of counseling and clinical psychology have led to some differences in emphasis.

How Is Counseling Psychology Distinct From Clinical Psychology?

Given its roots in the vocational guidance and psychological rehabilitation movements, counseling psychology has developed a distinct identity from clinical psychology. Counseling psychology emphasizes (a) social justice; (b) a strengths-based approach to understanding individuals, families, and communities; and (c) an ecological approach to understanding the individual in context. In contrast, clinical psychology programs tend to emphasize the study of psychopathology such as anxiety, posttraumatic stress disorder, and addiction (Norcross, 2000; Sayette & Norcross, 2018). For example, clinical psychologists have made significant contributions to the treatment of psychopathology, including cognitive behavioral therapy for anxiety disorders (Barlow, 2002), cognitive therapy for posttraumatic stress disorder (Ehlers, Clark, Hackmann, McManus, & Fennell, 2005), and motivational interviewing for addiction (Miller & Rollnick, 2013). In addition, clinical psychology programs often conduct research related to neuropsychology—the study of how the brain affects behavior and cognition (Norcross, 2000).

Below, we focus on the three themes emphasized by counseling psychology programs and how they apply to clinical practice, research, and broader policy/advocacy work. It is worth underscoring that these are *general emphases* of counseling psychology PhD programs.

Individual programs may differ in what they choose to emphasize in their programs of study.

1. Social Justice as a Guiding Principle

Social justice is an integral part of counseling psychology. Social justice refers to the recognition that individual struggles are often rooted in oppressive social, political, and cultural forces, which may need to be addressed directly as part of a comprehensive approach to mental health and well-being (Fouad, Gerstein, & Toporek, 2006; Goodman et al., 2014). Counseling psychologists are interested in understanding the psychological consequences of oppression and, most importantly, working to dismantle systems of oppression through social justice-oriented research, advocacy, consultation, and community engagement. As a result, counseling psychologists frequently work with communities, organizations, and institutions, in addition to individuals and groups in traditional clinical settings.

The development of social justice competencies is a central part of many counseling psychology PhD programs. Although scholars have defined these

Rather than focusing solely on identifying psychopathology, counseling psychology seeks to build upon the existing strengths of individuals and communities, while acknowledging how culture shapes the expression and acquisition of these strengths.

competencies differently, they generally include an ongoing examination of one's social location and that of others, attention to how external forms of oppression (such as racism, sexism, heterosexism, ageism, and classism) shape mental health outcomes, and involvement in advocacy work with both individuals and communities (Goodman et al., 2004; Ratts, Singh, Nassar-McMillan, Butler, & McCullough, 2016).

2. Strengths-Based Approach to Understanding the Individual

Since its founding in the 1950s, the counseling psychology field has endorsed

a strengths-based approach that seeks to acknowledge and develop an individual's existing psychosocial resources and adaptive behaviors (Super, 1955). Rather than focusing solely on identifying psychopathology, counseling psychology seeks to build upon the existing strengths of individuals and communities, while acknowledging how culture shapes the expression and acquisition of these strengths. One of the goals of counseling psychology is to develop practices, policies, and interventions that promote strengths as much as they ameliorate vulnerabilities (Brown & Lent, 2000; Smith, 2015). Counseling psychology addresses issues impacting individuals and communities from the perspective of normative development, the prevention of maladaptive behaviors, and the promotion of overall well-being, as defined within a particular culture (Brown & Lent, 2000).

3. Ecological Approach to Understanding the Individual in Context

Counseling psychology emphasizes an ecological approach to understanding the individual that incorporates multiple levels of the social ecology. These levels include the individual, microsystem (e.g., home, school, workplace), mesosystem (e.g., interactions between families and schools), exosystem (e.g., institutions such as the government and mass media), and macrosystem (e.g., societal and cultural values; Bronfenbrenner, 1977). Counseling psychologists intervene at multiple levels of the social ecology, ranging from individual, school, and community interventions to policy work that seeks to eliminate institutionalized forms of oppression (Smith, 2015).

How Are Counseling and Clinical Psychology Alike?

Despite their unique origins and emphases, the fields of counseling and clinical psychology have converged over time and now offer very similar educational and professional benefits. A survey of recruitment materials from a majority of the training programs in counseling and clinical psychology in the United States found few differences in program characteristics, student and faculty demographics, or admission requirements (Morgan & Cohen, 2008). Counseling

and clinical psychologists from both disciplines can work as researchers, practitioners, teachers, and advocates (Morgan & Cohen, 2008). Both types of training programs receive accreditation by the American Psychological Association (APA), which requires adherence to a standardized sequence of educational and training requirements. In the final year of both counseling and clinical doctoral programs, students are required to complete an APA-accredited predoctoral internship. These internships are typically full-time and allow students to develop additional clinical expertise. The APA does not distinguish between APA-accredited internships in counseling and clinical psychology. As a result, counseling and clinical psychology doctoral students have access to similar predoctoral internship opportunities (Norcross, 2000).

Graduates of both counseling and clinical psychology doctoral programs are also eligible for licensure as “licensed psychologists” in all 50 states in the United States (Roger & Stone, 2018). Licensed psychologists are eligible to practice independently, administer psychological assessments, and supervise trainees in a variety of clinical settings. It is common to see counseling and clinical psychologists working side-by-side in a variety of settings, including universities, college counseling centers, community mental health centers, hospitals, and private practices (Pate, Frincke, & Kohout, 2005).

Counseling vs. Clinical: How Do I Decide?

Now that you have a clearer understanding of the similarities and differences between counseling and clinical psychology PhD programs, how do you decide between the two? We recommend focusing on *program fit*. Given the considerable overlap between counseling and clinical psychology, it can be beneficial to research both types of programs in order to assess what ones seem to fit with your interests, professional goals, and values. The following section will outline a few questions to help guide your research and decision-making process.

What Are Your Research and Clinical Interests?

As you are considering program fit, one important question to ask yourself is what research sparks your interest. In other words, what do you want to study for the next five to six years? This is a long time to study any subject, so it's important to think carefully about this before applying to programs. Focus on applying to schools where the faculty's research interests align with your own. After all, the training and mentorship you receive from faculty will primarily be in the topics that they study and the methodologies that they use. Faculty who share your research interests will help you to develop in these areas. Although there are some general trends in the kinds of research conducted by

clinical and counseling faculty (e.g., clinical programs tend to focus more on specific diagnoses while counseling programs tend to focus more on subjects like multicultural competence and career development), there is a lot of overlap between the two fields. Conduct your own research online to learn about the interests of faculty in specific departments, and apply to programs that are a *good fit*, regardless of whether they are clinical or counseling. Once you've done your research, you may decide to apply to both types of programs. *The Insider's Guide to Graduate Programs in Clinical and Counseling Psychology* (Sayette & Norcross, 2018) is one helpful resource as you evaluate programs. This guide features data on faculty research interests for all APA-accredited clinical and counseling psychology programs.

As you identify programs that align with your research goals, it is a good idea to engage in a similar process for your clinical interests. Depending on what PhD program you attend, you will have access to different types of clinical training opportunities. PhD students generally undergo multiple years of training at clinical practicum sites, so you will want to explore what programs will give you access to training in specific modalities, such as cognitive behavioral therapy, dialectical behavioral therapy, or psychodynamic approaches. In addition, examine the types of clinical settings that will be available to you. Some programs require students to complete one or more years of their clinical training in-house at their university's counseling center or clinic, whereas other programs require students to complete external practica. This differs by program, so take the time to learn about the clinical training offerings of each individual program that you apply to. As one example, graduate students in both clinical and counseling programs in Boston have access to a range of external practica, including college counseling centers, hospitals, and community mental health settings, as well as sites focused on specific diagnoses such as OCD or psychosis. Individual PhD programs sometimes emphasize particular theoretical orientations (e.g., cognitive behavioral, psychodynamic, feminist), so this is also important to research when identifying programs that match your clinical interests.



What Are Your Professional Goals?

Another consideration to keep in mind as you research PhD programs is what you envision yourself doing in the future. Some PhD programs are more clinically or research-oriented, and some have an equal emphasis on both. Once again, the *Insider's Guide to Graduate Programs in Clinical and Counseling Psychology* (Sayette & Norcross, 2018) can be a valuable resource for exploring this question because it asks programs to rate themselves on a scale in terms of how strongly they emphasize research and clinical training. Also, consider talking with faculty about the career outcomes for graduates of their programs. Where do graduates tend to end up? If you are interested in a research career, you may want to ask what types of research coursework are available. If you hope to pursue a tenure-track faculty position, you may want to ask about the program's placement rate in academic jobs. Finally, informational interviews are an excellent way to brainstorm your professional goals. Find professionals in the field with jobs that are compelling, exciting, or interesting to you, and reach out to see if they have time to discuss their career paths and training experiences with you.

What Are Your Values?

One final, but important, consideration as you narrow down your list of programs to apply to is how well a program's values align with your own personal values. For instance, you may feel strongly about being trained in a program that values social justice, diversity, and/or the widespread dissemination of research. Take time to engage in self-reflection about your own core values and how they align with different programs. Although it may seem time consuming, the best way to explore alignment of values is by visiting the websites of individual PhD programs. In particular, look at "about us" sections, mission statements, student testimonials, and program aims.

Conclusion and Recommendations

Ultimately, the choice between applying to counseling or clinical psychology PhD programs (or both) should be guided by your interests, values, and goals for what you hope to gain from

your graduate education and training. Although counseling and clinical psychology have different emphases based on their distinct histories, they also share a lot of similarities. The best way to figure out your interests, values, and goals is to engage in self-reflection and to talk to your mentors. If you have not already done so, join a research lab to see if you enjoy the process of research. Volunteer or shadow psychologists in clinical settings that you find interesting. As you engage in these activities, pay attention to what excites you, as this information will help you make decisions about the types of programs you should apply to. Also, think about what you want your future career to look like. Who has the job you want? What is that person's background and degree? Ultimately, psychology PhDs are flexible degrees that will offer you many opportunities to create the career you envision for yourself.

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Self-Care Tips for Stress Management

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Do you have trouble sleeping? Do you feel tense? Have racing thoughts or thoughts that won't go away? Do you get aches, pains, stomach aches, or headaches? Are you overcome by the feeling of being overwhelmed?

If so, maybe stress is to blame! It is certainly not unusual for undergraduate and graduate students to feel stressed at times throughout their entire education. Stress exists when events begin to overwhelm your ability to cope with those events. Stress can come and go and is a normal part of life. There is nothing "wrong" with you for experiencing stress. College and graduate school are full of challenges, and stress is natural (and can even be helpful) as you prepare for exams, face deadlines, navigate working relationships, and grapple with important career questions.

Stress can become problematic however when it begins to interfere with normal daily activities, limits your ability to engage in activities that you enjoy, or begins to overwhelm and create wear and tear on your physical and emotional systems. Longer term effects of stress can be problematic and can affect many of your physical and psychological outcomes from decreasing the quality of your sleep to increasing your chances of getting sick.

One way of decreasing stress is engaging in more self-care. Self-care is any activity that you do deliberately to take care of your mental, emotional, and physical health. Below we outline five different ideas to help you engage in better self-care and hopefully decrease your stress level.

1. Identify Self-Care Strategies

Start with identifying self-care strategies for yourself that fall within the different domains of your life: physical, spiritual, social, emotional, or cognitive. For example, a person might select exercising, prayer, quality time with friends, journaling, or reading for each of the domains, respectively. Try making a list of activities from each domain that you could use to help with your self-care. Consult this list to help you optimize each of these (and additional) life domains.

Remember to respect your own needs and boundaries, which may not be the same as those of your peers. For instance, if you find yourself overwhelmed by social interaction and dreading attending events, social self-care for you may include spending more time recharging by yourself, or going to fewer gatherings and instead spending more quality one-on-one time with those you are close to (human or otherwise).

2. Think "Long-Term"

Think about what you need now but also consider what your future self may need. Self-care is important in both the short-term and long-term. Short-term self-care can be easier to implement but the long-term care is every bit as important. That is, although naps and spa days can indeed help you relax and recharge, there are many important long-term self-care practices that are vital (even if they are not particularly Instagram-able). These include taking care of your finances by

balancing your checkbook each month, figuring out student loan repayment, and establishing regular savings (e.g., for retirement, big ticket items like housing—remember, compound interest is your friend!). Long-term self-care means taking care of your health by ensuring quality sleep, nutrition, and physical activity, and practicing preventative care (e.g., annual physicals, up-to-date immunizations, teeth cleaning, vision checkups).

Mental health should also be a priority. Get to know your school's counseling services. Establish rapport and trust with a clinician now (if you haven't already). This way, you won't have to learn how to navigate the system or deal with a long intake wait-list and paperwork when you may urgently need to see someone. Consider establishing a regular schedule of mental health check-ups (e.g., once per semester) so you have a sounding board to talk through your ups and downs, and someone who can help you articulate and better understand yourself, your needs, your goals, and your values.

Finally, take a long honest look at your life and the stressors in it. Are there things that are really weighing you down? Is it time for some difficult (but necessary) conversations with peers, coworkers, mentors, teachers, or close others? Do you need to put some serious effort into repairing a relationship, or take care of yourself by terminating (or investing less in) a relationship that has become problematic?

3. Include Self-Care as Part of Your Schedule

Put self-care on your calendar and keep the appointment with yourself! Putting it on your calendar makes your self-care a priority. Just as you would not move a meeting with another person without good reason, do not postpone or move appointments with yourself to go for a walk, read a book, or cuddle [insert favorite animal or cuddle-object, no judgment].

Other ways to prioritize self-care could include journaling about your experience (notice progress, what works well and what does not) or (if you choose) publicly sharing your self-care experience to gain support as well as encouragement. Sharing with others may also help others engage in better self-care and improve their own habits. And to help normalize the struggle of finding balance and the importance of taking care of your own needs.

Once you have begun engaging in self-care activities, leave work out of it (e.g. avoid checking/responding to emails, thinking about what you need to get done, etc.). This may resemble a “work hard, play hard” mentality and may save you from feeling like you never had a true break from working.

4. Seek Out Support

Support for one’s self-care plan and activities is important and can increase the chances of a longer, more successful commitment to the self-care plan. Support can also help with accountability. Identify others who can help you be accountable for your self-care plan and set up ways and a timeline for checking in with that person/s. Look for others who can also provide encouragement and support. This support does not have to be in person. You can easily set up support groups on social media or through e-mail, texts, video chats, or other avenues.

3. Learn to Say “No”

Sometimes we have to learn how to say “no” without guilt and without feeling like we are letting ourselves or others down. This can be hard for students who often feel like they need to say “yes” to every opportunity or that they are going to miss out on something. Create a rule that you never say “yes” on the spot. This will keep

you from committing to something on a whim that you later may regret. Be sure to set reasonable maximum numbers of “yes” commitments for yourself (if you are already working on X number of projects, do not start a new one!).

Remember that every time you say yes to something, you are saying no to something else to make room for that new commitment (often times we say yes by unhealthily saying no to our own work and well-being). It is Ok to put yourself first and say “no,” even to your advisor! Keep in mind that no matter how much you may want to help others, if you are already overcommitted you are actually doing the other person a disservice by saying yes as you are promising time and attention that you don’t really have.

Remember that every time you say yes to something, you are saying no to something else to make room for that new commitment.

And lastly, consider having a No Committee (see this article by Dr. Vilna Bashi Treitler: <https://psichi.com/NOcommittee>; and this blog of one of us who tried this technique: <https://nocommittee.weebly.com/>). Briefly, a No Committee is an odd number of individuals who have your best interests at heart and whom you consult when you are presented with an opportunity outside of your main work (e.g., you can’t use your No Committee to get out of going to classes or writing your thesis). You let them know what the opportunity is, and honestly report reasons why you should say “yes,” reasons why you should say “no,” and what other commitments you have. They vote. Majority wins. If they say “no,” you say “no.” If they say “yes,” you say “yes.” No exceptions. This outside committee moves the burden of deciding off of you (reducing guilt) and provides some objectivity.

If the No Committee just isn’t for you, at least try to write out pros, cons, and what else you have on your plate

(including timelines) before you respond to any request. Getting some clarity on how much bandwidth you actually have left and *why* you would even want to say “yes” can be eye-opening and provide you with clarity and rationale for saying “no” when you need to.

We hope that these ideas are helpful as you think about your self-care needs and start to plan and implement strategies for your well-being. Remember that every individual is unique and the list above is by no means an exhaustive one. Try out these recommendations, figure out what works best for you (may be small tweaks to the above, may be completely new ideas), continue to use what works, and say no (guilt-free!) to what doesn’t.

This article stemmed from a presentation at the Rocky Mountain Psychological Association. Presentation slides and self-care worksheets are available on OSF: <https://osf.io/mh5yw/>



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New member Melanie DeFilippo and member Aaron Sabot celebrate at the Clark University (MA) fall induction ceremony.

Stay Engaged in PSI CHI

Opportunities for Undergraduates, Graduate Students, and Beyond

David S. Kreiner, PhD
University of Central Missouri

Martha S. Zlokovich, PhD
Psi Chi Executive Director

This article is meant for you. Yes, you. It is also meant for your friends and colleagues who are Psi Chi members or who *could* be Psi Chi members for life. We want you to know that you can continue to benefit from—and contribute to—Psi Chi, not just as an undergraduate, but throughout the span of your career.

Undergraduates: Not Just a Line on Your CV

I tell our chapter's newly inducted members that, if they joined Psi Chi just to list it on their CVs, they are missing the point. Psi Chi eligibility is a recognition of academic achievement, but more importantly, it's a door to opportunity. That door is open to transfer students, too, and the eligibility requirements are no different. In fact, if your new college or university accepts grades from a transfer institution, you may be able to join Psi Chi during the very first semester after you transfer. Check with your local chapter officers or faculty advisor for details.

What benefits wait behind that door? Here are a few examples of opportunities available once you join Psi Chi:

- **Chapter Leadership.** Consider running for an officer position. If you are a Psi Chi student member, you are eligible. If you never did

anything like it before, that is all the more reason to step up and develop your leadership and teamwork skills—skills employers and graduate school application committees value. In my experience as chapter advisor, I have worked with several chapter presidents who were initially hesitant to run for the position because they did not feel confident in their abilities. In each case, the student was able to develop those skills and become more confident in their leadership abilities.

- **Research Grants and Awards.** As an officer, you can enhance your leadership and grant-writing chops by applying for chapter awards and grants. Undergraduates are also eligible to apply for a variety of awards and research grants (www.psichi.org/class#undergraduate). These are competitive programs, so it is an impressive achievement to be selected. If you are able to earn one of these grants or awards, you will impress graduate programs and employers.
- **Travel Grants.** Undergraduates can apply for funding to travel to regional conventions (EPA, MPA, RMPA, SEPA, SWPA, WPA) as well as other psychology-related conferences. If you apply for and receive a travel grant, you will have earned back the Psi Chi dues you paid . . . and a lot more.

- **Scholarships.** As an undergraduate, you can apply for a Psi Chi Undergraduate Scholarship, currently a \$3,000 award. There are also twelve \$1,000 Junior Scientist Fellowships to support the research of graduate students who are about to start graduate psychology programs.

Graduate Students: Use Your Membership, Pay It Forward

If you joined Psi Chi as an undergraduate, you are still a Psi Chi member as a graduate student, allowing you to apply for graduate student awards, grants, and scholarships as soon as you start your graduate psychology program. Check with the chapter advisor at your new institution to transfer your membership, if you wish; it is a simple process and doesn't require a fee. If you didn't join as an undergraduate, it's not too late. Graduate students are eligible to join after earning 9 credit hours with a 3.0 or higher GPA along with meeting the requirements of their graduate programs.

- **Grants and Awards.** As a graduate student, you are eligible to apply for travel grants (regional, national, international) as well as a variety of research grants (www.psichi.org/class#graduate). You can also apply for awards for your completed research. Examples include the



My Nguyen, Liberty University (VA)
Undergraduate Scholarship Recipient



Joshua G. Paramenter, Utah State University
Graduate Research Grant Recipient



Jennifer L. Hughes, PhD, from Agnes Scott College (GA)
Florence Denmark Faculty Advisor Award Recipient

APA Edwin Newman and APS Albert Bandura Graduate Research Awards (\$1,200 each, plus convention registration, convention recognition, and additional benefits). Keep in mind that, if you joined Psi Chi as an undergraduate, you can apply for Psi Chi graduate grants and awards even if there is not a Psi Chi chapter at your current institution.

- **Scholarships.** As a graduate student, you can apply for a Psi Chi Graduate Student Scholarship, currently a \$3,000 award. Graduate students finishing their first year of graduate school also may apply for one of the twelve \$1,000 Junior Scientist Fellowships to support their research.
- **Leadership.** Graduate students tend to have many demands on their time and for that reason—or because they believe Psi Chi is mainly for undergraduates—they may shy away from chapter leadership. As a graduate student member, you are eligible to run for an officer position. That experience can be valuable as you prepare for roles such as leading your lab, chairing a committee as a faculty member, or advising a student organization. It is also a good opportunity to network with bright undergraduates who may be interested in working on your research team. If you really don't have time for an officer position, consider offering to coordinate an event or chair a chapter committee.

- **Mentoring.** You have a wealth of experience that could benefit undergraduate students. What did you find worked—or didn't work—in your Psi Chi chapter as an undergraduate? What have you learned about applying to graduate programs? Your experience as a graduate student could help undergraduates decide whether graduate school is the right choice for them. Mentoring others is both a way to give back (who mentored you as an undergraduate?) and to develop a skill set that is important for any career.

Faculty: Teaching, Service, Scholarship

I have spoken with faculty who joined Psi Chi as undergraduates but didn't realize that they were still members. Remember, once you join, you are a Psi Chi member for life. There are no annual dues! If, like me, you did not join as an undergraduate or a graduate student, you can join as a full-time faculty member with at least a master's degree in psychology. As faculty, our duties typically involve some combination of teaching, service, and scholarship. Psi Chi provides opportunities in each of these areas.

- **Teaching.** You can mentor Psi Chi undergraduate and graduate students on their research and encourage them to submit their research to the Psi Chi program at your regional convention. You also can encourage them to apply for Psi Chi awards. These activities

can provide concrete examples of effective mentoring. Further, you will find a wealth of information and ideas for your courses in the *Eye on Psi Chi* magazine (www.psichi.org/eye_main), such as advice to students on making the most of their education, applying for jobs, and graduate school. The Psi Chi website has pages for the Diversity Advisory (www.psichi.org/Diversity) and International Advisory (www.psichi.org/international_news) committees that may be relevant to your teaching, and Psi Chi has just started offering webinars and podcasts too. Articles in the *Psi Chi Journal of Psychological Research* (www.psichi.org/journal_main) can be great examples for helping your students learn about research design, statistical methods, and writing manuscripts. Articles written by students can be particularly useful for teaching because they are often more accessible for students who are just starting to learn about research.

- **Service.** Serving as the Psi Chi Chapter Advisor is an obvious opportunity. If your chapter already has an advisor, or you don't feel comfortable taking on the duties by yourself, consider a Coadvisor role. Volunteer to do a presentation or serve on a faculty panel for your chapter. Serve as a reviewer for journal manuscripts, student convention submissions, or grant and award

applications. You can apply to be a reviewer on the Psi Chi website (www.psichi.org/awards#reviewers). If you are a faculty advisor, look into serving on your regional steering committee. Contact your regional Psi Chi Vice-President and ask how you can be involved (<https://www.psichi.org/page/staff>).

- **Scholarship.** The *Psi Chi Journal of Psychological Research* is peer-reviewed and indexed in major databases including PsycINFO. Psi Chi faculty members are eligible to submit manuscripts and of course may coauthor manuscripts with their students—and are welcomed as reviewers too. Faculty may also submit articles to *Eye on Psi Chi*. You can post online studies on the Psi Chi website to recruit participants. The Network for International Collaborative Exchange (NICE, www.psichi.org/Res_Opps) provides opportunities for collaboration through NICE: Connect and NICE: Crowd. With NICE: Connect, you can seek collaborators for your project or look for a project to join. NICE: Crowd allows researchers to participate in crowdsourced data collection using a common, preregistered, research protocol, all available on the Open Science Framework website. The Research Advisory Committee webpages have information about NICE, as well as how faculty and

student researchers can post research projects looking for participants, or access free psychological tests to use in their research projects. Don't overlook opportunities to apply for research grants, travel grants, and advisor awards (www.psichi.org/awards#faculty). For example, faculty advisors are eligible to apply for research grants up to \$2,000. In addition, all faculty Psi Chi members may apply for \$1,500 to support an undergraduate student researcher, or for a travel grant to present research at any psychology conference in the world.

Job-Seekers and Alumni: The Psi Chi Edge

Psi Chi has some great resources to help you as you begin, and progress, through your career. Once again, you are a **Psi Chi member for life**. Keep visiting the Psi Chi website for the latest information and update your profile regularly to receive the latest news. Below are a few examples of resources you can use at any time.

- You may have formed good connections with other members of your chapter during your days as a student. As your career progresses, use social media to connect with Psi Chi alumni around the world. Join the LinkedIn group. Follow Psi Chi on Facebook and Twitter. Contribute alumni stories to the *Psi-Chi-ology*

Lab blog and submit statements about major events in your life to the Alumni in the News section of *Eye on Psi Chi*.

- Speaking of the magazine, *Eye on Psi Chi* often includes articles that can help you with career development. Check the latest issue on the website at www.psichi.org/eye_main.
- The Psi Chi Career Center (<https://jobs.psichi.org>) provides jobs postings and you can also post positions if you are looking to hire someone. At the time of writing this, there are 1,670 jobs posted. You can search by type of job or region, and you can also subscribe to alerts. Submitting a resumé is free for members.

Share the Wealth

By reading this article, you are engaging with Psi Chi. We hope you now have some ideas about other opportunities to pursue. Please share these ideas with other Psi Chi members, whether they are your colleagues, friends, students, or faculty. Some of them may not realize that they are still members or that they can continue to benefit from their membership. It's never too late—or too early—to get involved.



David S. Kreiner, PhD, is professor and chair in the of the School of Nutrition, Kinesiology, and Psychological Science at the University of Central Missouri, where he has taught since 1990. He has served as Psi Chi Chapter Advisor since 2006. He earned his BA in psychology and PhD.

in human experimental psychology from the University of Texas at Austin. His research interests include language processing, memory, and the teaching of psychology. He often collaborates with students on research projects and has coauthored publications and conference presentations with undergraduate and graduate students.



Martha S. Zlokovich, PhD, completed her BA in psychology at UCLA, and MS and PhD in developmental psychology at the University of Florida. Dr. Zlokovich joined Psi Chi in 2008 as its second Executive Director, leaving Southeast Missouri State University after teaching there for 17

years. Before this move, she served as chapter advisor since 1993, as Midwestern Region Vice-President (1998-2000), and as National President of Psi Chi (2003-04). At Southeast, Dr. Zlokovich taught Child Development, Adolescent Development, Lifespan Development, Advanced Child Psychology, and Introductory Psychology for Majors. She also served as chair of the Psychology Department and interim chair of the Center for Scholarship in Teaching and Learning.



South Dakota State University students attending the Minnesota Undergraduate Psychology Conference to present research posters.

SUBMISSION GUIDELINES

With more than 1,150 chapters, Psi Chi members can make a significant impact in their communities. Reviewing Chapter Activities in *Eye on Psi Chi* is a great way to find inspirational ideas for your chapter and keep in touch with your chapter after you graduate.

Activities are listed in the following categories:

- COMMUNITY SERVICE
- CONVENTION/CONFERENCE
- FUND-RAISING
- INDUCTION CEREMONY
- MEETING/SPEAKER EVENT
- RECRUITMENT
- SOCIAL EVENT

Share your chapter's accomplishments with others in the next issue of *Eye on Psi Chi*! Chapter officers and advisors are encouraged to visit www.psichi.org/default.asp?page=chapter_activities

Submission deadlines*

Fall: June 30
Winter: September 30
Spring: December 15
Summer: February 28

*Reports received (postmarked) after the deadline will appear in the next issue of *Eye on Psi Chi*.

ABBREVIATIONS

ACHS	Association of College Honor Societies
APA	American Psychological Association
APS	Association for Psychological Science
EPA	Eastern Psychological Association
MPA	Midwestern Psychological Association
NEPA	New England Psychological Association
RMPA	Rocky Mountain Psychological Association
SEPA	Southeastern Psychological Association
SWPA	Southwestern Psychological Association
WPA	Western Psychological Association

Right: The American University in Cairo (Egypt) Chapter hosting its first induction ceremony after reopening the chapter. Sixteen new members were inducted!

Below: On September 4, Fordham University at Lincoln Center (NY) officers visited Yale University to celebrate 90 years of Psi Chi.

CHAPTER ACTIVITIES

EAST

Fordham University at Lincoln Center (NY)

CONVENTION/CONFERENCE: The chapter had another active fall semester in 2019, with 15 diverse activities with Fordham Psychology Association and Graduate Schools of Education and Social Service. On November 24, the largest of these 15 activities was its hosting of more than 130 student and faculty researchers at the 31st Greater New York Conference on Behavioral Research, which included 27 presentations by 32 presenters from 19 institutions. Many of these were first-time student presenters. The conference presented seven student research awards and honored three distinguished honorees: Susanne B. Seperson, Cory H. Morris, and Danioel Kaplin.

INDUCTION CEREMONY: On November 14, the chapter inducted new members. The welcome message was delivered by the new Fordham Dean, Laura Auricchio, who completed her BA in psychology at Harvard.

New Jersey City University

RECRUITMENT: On Monday, September 23, 2019, the chapter celebrated the 90th Anniversary of Psi Chi in collaboration with the Advisement Center. Dr. Yuksel and Dr. Zhang (advisors), along with Psi Chi student officers Alexia Russo (president), Danielle Coleman (vice-president), Isabella Spatola (historian),

Nikki Caswell (recruitment officer), and Kerry Teon (diversity officer) came together to host a workshop for this special event, entitled "Ways to Use Your Psychology Major While in and Beyond College." Dr. Wei Zhang introduced the benefits of joining Psi Chi to potential members in the audience. Invited panelists Dr. Nadezhda Sexton (clinical psychologist), Cristian Vergara (academic advisor), Gerry Lopez (academic advisor), and Marygrace Corral (virtual voice) shared their expertise and insights about the job market. With passion, wisdom, and empathy, they answered questions from students varying in academic journeys. The student audience was beyond impressed. Interacting with the panelists pushed them to "seek wisdom from others," "look out for campus opportunities and resources," "take proper care of oneself," and to think "outside the box" when making career choices. By the end of the event, chapter officers sat next to computers ready to assist in the application process. The Chapter received 10 new applications the same day!

MEETING/SPEAKER EVENT: The chapter was honored to host Michel Bühner for the PSYCH Star Speaker Series: Social Justice Around the World: The Photojournalism of Michel Bühner, a Swiss-French award-winning freelance photographer and journalist who focuses mainly on social, political, and human rights issues. Working actively

since the 1970s, Michel has covered stories in Africa, the Middle East, Asia, the United States, and most of Europe. In addition, he has published seven books and exhibits actively around the world. His fascinating talk discussed the challenges that photojournalism is facing. Digital technology has questioned its credibility and the changing media landscape has made it evolve more and more from storytelling to conceptualization, from press work to artwork, which might be good news for the communities documented. Or maybe not? The event was well-received by an audience of 40. Michel's expertise inspired the audience to engage in a vibrant Q&A period.

FUND-RAISING: Danielle Coleman (vice-president) organized a food drive with the NJCU Gothic Knight Food Pantry (GKFP). Together with Alexia Russo (president), Isabella Spatola (historian), and Kathryn Eldridge (active member), Danielle helped the GKFP to collect nonperishable food and toiletries. Last year, NJCU created the food pantry to address food insecurity among college students. Food insecurity is a national problem, and NJCU is dedicated to help students eat "healthy food, 7 days a week." The large focus of the community work is to make sure that all students have access to free and healthy nutritious food in a healthy environment. This includes the food pantry, weekend backpack program, and Help our Neighbors Eat program.





Top Left: On November 24, the **Fordham University at Lincoln Center (NY)** Chapter hosted 130 participants at the 31st Greater New York Conference on Behavioral Research.

Top Right: On November 14, **Fordham University at Lincoln Center (NY)** Dean Laura Auricchio joined the induction of new Psi Chi members into the Society.

Far Left: The **New Jersey City University** Chapter and Knights: (sitting from left) Danielle Coleman (vice-president), Alexia Russo (president), Dr. Wei Zhang (advisor) and (standing from left) Kathryn Eldridge and Isabella Spatola (historian).

Middle: The **New Jersey City University** Chapter celebrating 90 years of Psi Chi and discussing "Ways to Use Your Psychology Major While in and Beyond College" (from left to right): Dr. Wei Zhang, Dr. Nadezhda Sexton, Cristian Vergara, and Geraldine Lopez.

Below Middle: PSYCH Star Speaker Series at **New Jersey City University**: Social Justice Around the World: The Photojournalism of Michel Bührer, a Swiss-French award-winning freelance photographer and journalist.

Below Right: **University at Buffalo, SUNY's** Cassandra Lyman (president) and Bradley Bedell (vice-president) running a psychology-themed Kahoot! game during Welcome Back Night.



Pillar College (NJ)

RECRUITMENT: During the Pillar College Fall Convocation held September 17, the chapter sponsored a table, which was staffed by chapter members and officers. This fulfilled the chapter's goal to become more visible on campus. During the recruitment drive, participants from within the college campuses on Newark, Somerset, Paterson, and Plainfield, as well as the wider community, stopped by the table to inquire about membership, benefits, chapter activities, and meetings. New contacts were received, and some are being processed for membership. Other psychology students who shared interest in membership but do not currently have the full qualifications are being mentored as future members. During this recruitment drive, members were invited to the COHORT Dinner sponsored by the College and held in the Psychology and Counseling Department. Students and departmental faculty were in attendance. After the meal and greeting activities, President Dorsey was invited to address the audience. President Dorsey introduced the chapter members and asked each to share about their roles and the benefits

they are enjoying as members of the prestigious honor society in psychology. After each member made a presentation, the group responded to questions from the attendees. The session concluded with membership material distribution, and the sharing of information on the current and future activities sponsored by the chapter. Members then informed the audience of the benefits of studying psychology and how lifelong membership within a society that espouses excellence in the research and application of psychology will benefit individuals, society, and the world at large. The group then proceeded to the Convocation location where members continued to distribute membership materials and respond to questions before the start of the Convocation.

Slippery Rock University (PA)

COMMUNITY SERVICE: Members organized a supply and clothing drive for Our Angels Attic, which is a new organization in Slippery Rock, PA. Our Angels Attic is a nonprofit shop that has a goal to help the community, especially those with special needs, be prepared and dressed appropriately (with their second-hand clothing at discounted

prices) for interviews as well as for the workforce. Members donated supplies including hangers, gently worn clothes, gloves, hats, office supplies, and other items used to help the organization get off to a good start.

SOCIAL EVENT: Recently, the chapter started hosting "paint and sip" socials led by the university's art department. This fall was the third paint and sip social. Members gathered in the art building for a guided paint session led by a student majoring in art. The group painted a fall scenery while enjoying lemonade and cookies. Paint and sips are always a fun and interactive way for members to connect with one another.

RECRUITMENT: To reach beyond the current membership to recruit new members, the chapter utilized the departments' social media. The chapter developed and posted a variety of content meant to inform potential new members about the benefits of being a part of the chapter and what all is involved with being a member. More specifically, the chapter posted about eligibility and membership requirements and highlighted some of the social events and community service projects. Through social media, the chapter introduced the student officers

and shared current members' quotes about their favorite memories and any benefits they received because of their involvement in Psi Chi.

University of Buffalo, SUNY

SOCIAL EVENT: The chapter kicked off the fall semester with Welcome Back Night during the second week of classes. The event featured free food and psychology-themed Kahoot! and Jeopardy games. The evening was a hit with students. More than 50 students attended, and the top three game winners were awarded prizes of psychology glasses or mugs.

MEETING/SPEAKER EVENT: The chapter hosted a graduate student panel on the theme of "how to distinguish yourself as an undergraduate." Panelists who had been awarded scholarships, fellowships, or grants while undergraduate students were specifically sought after. The graduate students seemed happy to provide younger students with advice, and the undergraduate students were happy to have the opportunity to hear about the graduate students' experiences and ask them questions. Members from both parties mingled afterward to have one-on-one conversations.



Above Far Left: Graduate students at the **University at Buffalo, SUNY** (left to right: Leah Emery, Karen Chow, and Miriam Stotsky) sharing their advice to undergraduates on how to make the most of their undergraduate experience.

Above Middle Left: The **University at Buffalo, SUNY** Chapter hosting a Stressbusters event that includes free backrubs from the Health Promotion office and stress relief tips.

Above Middle: The **Lakehead University (Canada)** Chapter hosting a welcome hike for new students at the Sleeping Giant Provincial Park, September 2019.

Right: Two **Lakehead University (Canada)** Psi Chi executives preparing dinner at a local shelter.

Far Right: The **Lakehead University (Canada)** Chapter hosts monthly seminars for undergraduate students focused on professional development. Here's an example advertisement poster.



SOCIAL EVENT: In collaboration with the Health Promotion office on campus, the chapter hosted a Stressbusters event that included free backrubs from the Health Promotion office as well as stress relief tips. This event took place during the middle of the day in a rotunda near several lecture halls to best capture stressed students coming to and from class. Several students received back massages and then stayed to socialize with other students afterward. This was a great event to host toward the end of the semester.

MIDWEST

Lakehead University (Canada)

SOCIAL EVENT: Every September, the chapter organizes a welcome hike for all new students to attend. For this event, students were brought to the Sleeping Giant Provincial Park by Psi Chi's team of volunteer drivers. This year, at least 40 students (and one dog) attended! This event was a great opportunity for new students from diverse disciplines to explore the beauty of Northwestern Ontario and visit one of the region's most famous landmarks: The Sleeping Giant. On this day, the group hiked for hours, made friends, enjoyed breathtaking views, skipped stones, and ate lunch at the lake.

MEETING/SPEAKER EVENT: As a professional development initiative, the chapter holds monthly seminars for undergraduate students. In this seminar series, graduate students lead presentations on a variety of topics including preparing for the GRE, graduate school applications, careers in psychology, and the importance of gaining research experience. The seminar series was initiated in 2019 and has been well-received by the psychology department. The students have expressed their gratitude to Psi Chi for providing this valuable information and an opportunity for peer-to-peer mentorship.

COMMUNITY SERVICE: Each month, the chapter organizes a group of student volunteers to visit the local shelter. Together, the group plans, prepares, and serves a hot meal to community members in need. On average, 200 individuals visit the shelter for each meal. Psi Chi volunteers may assist with other tasks at the shelter such as cleaning or stocking shelves. The chapter completed eight monthly volunteer sessions in 2019 with four more confirmed for 2020. Volunteers consistently report that this ongoing effort is a rewarding experience that is thoroughly enjoyed by all.

MONTHLY UNDERGRADUATE SEMINAR SERIES

WHO? Open to all undergraduates. No need to register or RSVP

WHAT? A monthly seminar led by upper year students to aid in your professional development. All the topics you'll need to succeed!

WHERE? Locations will vary but this month is **ATAC 1001**.

WHEN? September 27th, 2019
2:30-3:30pm

Hosted by: PALS and Psi Chi, Lakehead University

TOPIC THIS MONTH:

GRE AND GRADUATE SCHOOL

follow us on Facebook

Psychology Association for Lakehead Students (PALS) & Psi Chi Lakehead University

* Each month will cover a new topic. Watch for the advertisements in classes and on our Facebook pages *

Minnesota State University Moorhead

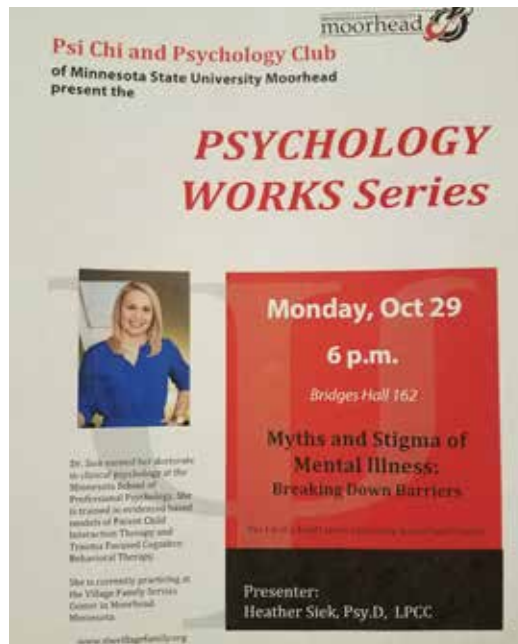
SOCIAL EVENT: The chapter hosted a series of three workshops that covered mental health topics such as “Myths and Stigma of Mental Illness,” “Suicide Myths and Interventions,” and “What Kind of Therapy Do I Need?” These three events averaged approximately 45 people in attendance. The chapter ended the academic year with a community mental health walk, Stepping up to Stigma. Collaboration with other university organizations allowed for giveaways and a campus event. Walkers received mental health ribbons, beads symbolizing various mental health disorders, swag bags with stress balls and mental health literature, personalizable T-shirts, snacks, and water. Games, chalking, and live music were also part of the fun. The event was featured on the local news.

St. Ambrose University (IA)

COMMUNITY SERVICE: The chapter volunteered at the annual campus-wide service project, Bee the Difference Day, in November. Every year, the campus hosts Bee the Difference Day to help clean up the community surrounding campus. Students help rake leaves and perform other yard work chores. The chapter actively promoted the event with regular emails to chapter members and had two teams show up ready to serve. The homeowners were grateful for all of the Psi Chi members' help.

INDUCTION CEREMONY: In October, the chapter inducted 14 members. All of the new members are committed to a lifelong study of psychology. The ceremony was attended by current members, newly inducted members, and guests. Dr. Steffanie Schilder from Loras College was featured as the guest speaker; she gave a fascinating account of her research in the differences in perceptions of autism and access of treatment in Malaysia compared to the United States. Dr. Schilder has a PhD in counseling psychology from the University of Wisconsin–Milwaukee.

MEETING/SPEAKER EVENT: The chapter met in November for a guest speaker, Dr. Shara Stough, from Augustana College. Dr. Stough shared her research on fear memory in chickens and sea slugs and explained how it can impact the study of PTSD in humans. Dr. Stough has a PhD in neurobiology and behavior from the University of California–Irvine. After actively promoting the event throughout campus, a large number of students arrived with notebooks and laptops to take notes. The chapter offered free pizza to all students who participated in the event, which definitely helped increase attendance!



Above Far Left: Minnesota State University Moorhead's Josie Ova (president), Anna Joyce (secretary), and Korey Lee at the welcome table at the Stepping Up to Stigma Mental Health Walk.

Above Far Right: Eighty-eight students at the Minnesota State University Moorhead attend the first of a three-part series on “Myths and Stigma of Mental Illness.”

Above Middle Left: The first of three presentations at Minnesota State University Moorhead during an academic year-long campaign addressing mental health issues.

Above Middle Right: St. Ambrose University's (IA) Michael Leese, Emily Floramo, Ally Shirley, and Libbie Vos help out at the annual service project Bee the Difference Day.

Above Right: Officers arriving early to set up the table in Saint Ambrose University's (IA) Beehive in anticipation of a large turnout.

Middle Left: The 2019 St. Ambrose University (IA) inductees: (back row left to right) Nichole Crandall, Hallie Nauman, Katherine Pollpeter, Willow Schuchmann, Valerie Vanek, Rachel Wiedman, Keegan Norris, Hanna Promes, and Samantha Culver, and (front row left to right) Ciara Bradbant, Victoria Roth, Megan Coleman, Zoey Murphy, and Natalie Kopowitz.

Left: St. Ambrose University (IA) officers actively promoted the guest speaker event all over campus with this advertisement and many others.

Right: The University of Nebraska at Kearney Chapter supports Loper Volleyball Team!

Below Left: University of Nebraska at Kearney students "throwing their Lopes" at Veterans' Bingo.

Below Right: University of Nebraska at Kearney students serving Habitat for Humanity.

Below Far Right: Malos Hábitos at the University of Sonora's (Mexico) first-ever Psi Chi fund-raiser event!



FUND-RAISING: The chapter hosted a "Scrunchies and Munchies" fund-raiser to promote autism awareness during the month of November. Saint Ambrose's mascot, the Fighting Bee, is an important character on campus and was featured on the shirts and scrunchies. The scrunchies featured different bee designs and puzzle piece designs for autism awareness. The shirts featured a bee, puzzle pieces for autism awareness and the message "Bee Kind." Officers baked chocolate chip cookies and rice crispies for the munchies. It was very successful! Students loved the message to just be yourself!

University of Nebraska at Kearney

COMMUNITY SERVICE: In November 2019, members participated in Bingo With Military Veterans at the Central Nebraska Veteran's Home in Kearney, NE. Ten members/friends joined several residents to play and assist with Bingo. The chapter has enjoyed this activity during the past three semesters because it is very rewarding to see the veterans and their spouses brighten up when interacting with us. This experience is mutually rewarding.

COMMUNITY SERVICE: In October 2019, the chapter volunteered, working hand-in-hand with Kearney community members and future homeowners with

Habitat for Humanity. Students helped with painting, hauling rocks, raking, and cleaning at three homes being built for individuals in the community who apply and meet the qualifications. The chapter has served Habitat for Humanity for about four years.

SOCIAL EVENT: Many of the chapter's students joined to support the UNK Loper Volleyball team who were 30-0 in regular season this year. The group joined, cheered, and promoted psychology at the event. Members attend a sporting event annually to promote psychology's engagement in the university.

ROCKY MOUNTAIN

Universidad de Sonora (Mexico)

FUND-RAISING: The chapter celebrated its first fund-raising event on November 30. The goal was to promote the new chapter and to expand the chapter's ranks by providing membership opportunities to economically disadvantaged students. Members celebrated with a live musical event through the gracious volunteer assistance of the rock and roll band Malos Hábitos. All chapter members participated in this successful event, which members hope to make an annual occurrence.



SOUTHEAST

Austin Peay State University (TN)

FUND-RAISING: The chapter hosted its second annual Got Your Six CrossFit Competition. The event raised \$1,900 to be split between the Austin Peay chapter and Soldiers and Families Embraced (S.A.F.E.). S.A.F.E. is a local nonprofit in Clarksville, TN, which provides free mental health services to military, veterans, and their families.

INDUCTION CEREMONY: The chapter inducted nine members on December 12. After, there was a student and faculty dinner at a local restaurant.

SOCIAL EVENT: The chapter hosted a free yoga session on Austin Peay's study day. This is the day with no classes right before finals begin. One of the members from the chapter led the session.

Charleston Southern University (SC)

COMMUNITY SERVICE: The Walk to End Alzheimer's kicked off the service projects for fall 2019. The ceremony started with moving speeches from those who know someone with Alzheimer's and others who lost loved ones. The Walk also provided free flower-shaped pinwheels: Blue flowers represented those who have Alzheimer's, purple represented those who lost loved ones, yellow represented caregivers, and orange represented supporters of the cause. At the end of the Walk, each participant "planted" their flowers in a Hope Garden; The hope is that a white flower, signifying survivors of Alzheimer's, will one day be planted among the colors.

MEETING/SPEAKER EVENT: The chapter encouraged undergraduates to consider applying for graduate programs by holding a grad panel. In the panel, professors of the Psychology Department spoke about their experiences in graduate school and what opportunities became available from it. Participants were Dr. Christina Sinisi, Dr. Alexis Green, Professor Amanda Harmon, and Dr. Jamie Moody. Each professor presented on the extent of their research participation, teaching, and certain internship experiences. They further discussed how their various experiences shaped different outcomes in the field of research, teaching, counseling, and even writing. The mix in focuses and educational journeys was highly enlightening and inspiring.

CONVENTION/CONFERENCE: The chapter participated in the Carolinas Psychology Conference held at Campbell University in North Carolina during spring 2019. The conference gives undergraduates the opportunity to present their research to peers and further allows networking with professionals of the psychology field. Professor Amanda Harmon presided over Aishia Chenery, who presented on "Parental Influence and Its Effects on Individual's Decision Making," and Gloria Rawls with "The Effect of Colorist Views on Attraction." Dr. Christina Sinisi presided over Katherine Parris on "The Effect of Mental Illness on Juror Verdict," with Dr. Alexis Green giving additional support during the conference.



Above: The Austin Peay State University (TN) Chapter's second annual Got You Six CrossFit Throwdown.

Above Middle Left: A fall induction ceremony at Austin Peay State University (TN).

Above Middle Right: Charleston Southern University (SC) members at the Carolinas Conference at Campbell University: (left-to-right) Gloria Rawls, Aishia Chenery, Dr. Alexis Green, and Katherine Parris.

Left: Austin Peay State University (TN) Chapter's Study Day Yoga Class.



University of Mary Washington (VA)

COMMUNITY SERVICE: The chapter made cards for veterans through Operation Gratitude at a November all-member meeting. The chapter included this service project in a regularly scheduled meeting, which improved participation in the event. Members had a lot of fun and loved showing off their artistic talents!

West Virginia University

SOCIAL EVENT: The chapter enjoyed a spooky fall evening at Fright Farm. Psi Chi was joined by West Virginia University's Psychology Club members in bonding over a campfire and time spent in the scary haunted house.

COMMUNITY SERVICE: In conjunction with the West Virginia University Psychology Club, the chapter provided service at the West Virginia Family Grief Center. Psi Chi members provided a homemade meal for children and families who had suffered a recent loss. Members planned the meal, purchased the food, prepared the food, and cleaned up afterward, allowing those who had experienced a recent loss time to meet in groups with Grief Center facilitators.

COMMUNITY SERVICE: Partnering with WELLWVU, the chapter provided "Hydration Stations" to promote healthy and safe socializing on Friday evenings. Psi Chi volunteers dispersed water bottles and snacks to passersby while discussing their research and graduate school plans with one another.

Above Far Left: Cards made by the members at the University of Mary Washington (VA).

Above Far Right: West Virginia University Chapter members engaging in their community by hydrating and providing food to those in need: (top row from left) Trinity Shaver, Amanda Chappell, Logan Riffey, E. Gordon Gee (WVU President), Alikea Lopatka, Zye Butler, Morgan Simpson, and Virginia Milleson, and (bottom row from left) Rebekah Damitz, Sloane Glover-Strauss, and Katelyn Romm.

Above Left: West Virginia University's (left) Anna Bonnano, (second from left) Alyssa Carpenter, (top center) Nour Foual, (bottom center) Mariia Dmitrieva, (top right) Sydney Parker, (second from bottom right) Bethany Stover, and (right) Trinity Shaver preparing an amazing dinner for participants at the West Virginia Family Grief Center.

Right: West Virginia University members enjoying the Halloween festivities at Fright Farm: (top left) Virginia Milleson and (middle row from left), Katie Cooley, Nick Kennedy, Gabrielle McDonald, Nick Budig, Hannah Meadows, Natalie Sage, Kiersten Smith, and Kaitlyn Berry, and (bottom row from left) Cassie Simpson, Mariia Dmitrieva, and Taylor Schwartz.



WEST

University of California San Diego

MEETING/SPEAKER EVENT: Dr. Celeste Pilegard (assistant teaching professor of psychology), Dr. Charlie Taylor (assistant professor of psychiatry), Kim Potter, MA (clinical research associate) and Dr. Fred Rose (faculty of psychology) participated in the chapter's Research Degree Panel. The panelists discussed their academic and professional journeys in-depth from graduate school applications to a typical week in their current position. The chapter found this event to be extremely helpful because many members are interested in pursuing a career in psychological research but are unaware what PhD and master's programs involve.

COMMUNITY SERVICE: Members attended the annual Out of the Darkness Walk to raise awareness about suicide and suicide prevention. The American Foundation for Suicide Prevention (AFSP) hosts walks nationwide annually. The chapter coordinated attendance with

UCSD ActiveMinds and Counseling and Psychological Services (CAPS) to create a larger UCSD team to forward the message of eliminating mental health stigma and improving mental health on campus. The team raised \$1,600 toward funding the AFSP programs and research to prevent suicide.

SOCIAL EVENT: The chapter offers a transfer mentor program to all incoming transfer students with a major or minor in psychology. Last year, mentees requested more opportunities to network with other transfer students. As such, the chapter has hosted two social events for transfers thus far: a transfer mentor/mentee mixer and a transfer brunch. The mixer was especially useful because mentees were introduced both to their mentor and fellow mentees. In addition to socializing, mentors answered questions about the chapter and university in general. Both events allowed new transfer students to begin the academic year feeling confident and connected!



Above Right: At a NAMI Walk, the **University of La Verne (CA)** Chapter raised awareness about mental illness and money for research and support services for individuals suffering from mental illness. The chapter contributed \$50 and walked with family and friends in support of those suffering mental illness and disorders.

Above Middle Right: The **University of La Verne (CA)** Chapter participating in the National Alliance for Mental Illness (NAMI) Walk in Orange County, a 5K walk in and around Angel Stadium.

Above Middle Left: Participants in the Research Degree Panel at the **University of California San Diego**: (left to right) Dr. Taylor, Dr. Rose, Ms. Potter, and Dr. Pilegard.

Left: **University of California San Diego** Chapter, Psychology Club, ActiveMinds, and CAPS members at the Out of the Darkness Walk alongside San Diego Bay.



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